PERSONAL

The middle classes from whom, for the most part, social workers are drawn, have limited experience of being a social worker's client. This I believe is one important factor in distinguishing the approach of the social services from that of the teaching profession to those who fall within their ambit. For we have, all of us, been taught; and we have therefore some basis of experience on which to rest the application of teaching-theory to real life.

We can put ourselves in the shoes of our pupils. Social workers, on the other hand, having little knowledge of what it is like to be at the receiving end, tend to be somewhat schematic and rule-governed in their treatment of the real-life individuals who are their clients.

For example, I heard the other day of a young man who, with his wife, was hoping to adopt a baby. They got over all the first hurdles with the social services, and indeed came to like and respect the social worker with whom they were regularly in contact, though they quite often found it hard to understand his language.

They were allocated a baby, to their great delight; and then came the day when they had to be prepared to go to court for the final adoption proceedings. A new social worker appeared, and everything turned on his assessment of their suitability.

The first question the new social worker asked of the young man was "What is your concept of parenting?". He, intelligent, articulate, desperately anxious not to put a foot wrong, had really no idea what to say. He stumbled through a few propositions containing words like "caring" and "concern", and then said he didn't know.

"What?" said the social worker, amazed. "Have you *no* concept of parenting, then? "Well, no" said the young man.

Luckily, his ineptitude did not in the end cost him the baby. But what was he supposed to say? Such a question seems quite unfit to be put by one human to another. No one who had ever been a client himself could have asked it.

My youngest daughter, a student in Surrey, is in hospital near her college, cheerfully but slowly recovering from an operation on her knee. She too experiences difficulties with social workers. Last time I went to see her I lost my way, for the umpteenth time,

Mary Warnock

coming home in the dark, and ran into the back of a parked car while trying to read a sign post. So at present, and apparently for months to come, I have no car, and no means of making the complicated journey from Oxford without one.

Now the social worker comes round the ward from time to time questioning people about their visitors. "Who comes to see you?" my daughter was asked. "Your mother? Your father? Your brothers and sisters?" "They come when they can," she replied.

The social worker is not interested in hearing that some are abroad, some have no cars, some are musicians with unpredictable working hours, some vice chancellors, and so on. She writes the client down as "neglected".

"How long ago did you leave home?" is the next question. That is difficult. "I left home when I went to college", my daughter rashly said, meaning that, till then, she had been at home all the time, terms and holidays alike.

But has she left home now? She still has a room at home, and piles of junk there. She comes home in the vacations. "Leaving home" sounds so final, even aggressive: it suggests a clean break.

Meanwhile the social worker writes down that she left home two years ago, and moves on to the next bed, shaking her head sadly. There seems to have been a profound failure to communicate here. Certain fixed and immutable categories are applied, and the person, the actual living individual, slips out through the meshes of the net.

Now teachers, I believe, do not allow this sort of thing to happen to anything like the same extent. A good teacher is one who teaches each individual pupil, despite his background and circumstances, indifferently (and "indifferently" does not mean "carelessly" or "uncaringly", but "equally" or "fairly"). Whereas the social worker is trained to think of the circumstances of the client, the teacher has to think of *him*, the individual who presents himself as someone to be taught.

For the social worker, the client's situation defines him; for the teacher it is his character, his abilities and disabilities, his capacities and his interests. And so it is that a child at school may escape from his family, his parents, his home, and become someone in his own right. A client cannot. Apart from his background, where he lives, what he eats, what he does for money, he is nothing.

There is thus a bleak determinism about being a client. Slotted into a general category, there seems no chance to explain, or say "It's different for me". Asked questions to which there is no answer, there seems no chance to try to get at the truth.

DIARY

Old haunts and older memories for the reluctant guest

To the House of Commons with trepidation. I'm never keen on even entering the building these days, but I am invited to the wedding of the National Association of Teachers in Further and Higher Education and the Association of Teachers in Penal Establishments. The two parliamentary priests presiding at the ceremony are my former Select Committee comrades, Martin Flannery and Harry Greenway, so I feel I can't refuse.

I am besieged by prison education officers who insist that they get on famously with the custodial staff of the Prison Officers' Association and that I'm quite wrong to suggest otherwise. Even at Armley jail, the prison I gazed at out of the window daily as a teenager at Leeds Grammar School while struggling with Cicero and Thucydides, they insist problems are all sorted out. In some places, as we recommended in our report, the prison officers are even throwing pots in the prisoners's art rooms.

I apologize for even suggesting there was trouble at the mill, and creep upstairs to take a peek at the new Select Committee, struggling, at its first public session of the new Parliament, to find out what will happen to British culture, when the Greater London Council and the metropolitan counties are dismembered. I find Sir William, my distinguished successor, dwarfed by his new Chair and scrutinizing the bleak future of the arts on Merseyside, where, we are told (I paraphrase) that the discreet and charming bourgeoisie of Southport seem less than anxious to subsidize ethnic Liverpudlian culture. Sir William remains inscrutable, and it is yet to be seen how he will cope with the gathering hordes of English suburban philistines.

Priests Greenway (left) and Flannery.

Braving the Philistines

I miss Sir William's first witness, Dr Richard Hoggart. But it matters not, since I have already heard his outspoken lecture at London University Institute of Education last week, castigating Thatcherian philistinism and all it stands for. The lecture is billed as something to do with George Orwell, but in fact it sticks to its title – "The Way It Is Now".

Richard went to one of the less fashionable grammar schools in Leeds, south of Armley jail, and therefore has quite as well-focused a view of the tribal groupings that still make up England in 1984, as Orwell did coming out of Eton and Wigan 40 years ago. He describes our country with nice observation as "a family with the wrong members in control", and cable TV as heralding a "communications wasteland". The audience is full of the sort of Eng. Lit. folk with whom once, in Lucky Jim days, our university campuses were lush, but who are now getting thin on the ground.

Richard Hoggart . . . nice observation, well focused.

Richard animated a lot of them with *The Uses of Literacy* in the first place; I hope his lecture will encourage one or two of them to come out bravely in public also and to swim against the current philistine tide we endure.

UNESCO . . . flawed lifeline

Richard is unusual among British academics in having done a spell in UNESCO and has spoken quite as forcefully on the accumulated sins and wickednesses of that institution also. Indeed, it was probably his initial criticisms, stoked later by those of Lord (John) Vaizey, which started the current pressure from the Right to get Britain to follow the US and abandon UNESCO to its fate.

For some years I have found myself on the British UNESCO advisory committee and been regularly dispensed, at the taxpayers' expense, immense paper mountains of illiterate gobbledigook, of the kind which gives you a headache even to read the first sentence. So I was not surprised when we were summoned recently by the Government's twin UNESCO ministers – Ray Whitney (ex-MI6 and in charge of information) and Tim Raison (wet and in charge of Aid). Should we do a Reagan? I was sorely tempted to advise just that; UNESCO, we were reminded, is rather like cancer research – there are more people living off it than dying from it.

But on balance I spoke up for saving it and for the time being the Government seem to have taken my advice to hang in there and hack away at the bureaucracy from within. I hope they succeed; in the field of adult literacy, UNESCO remains a very important lifeline to millions in the Third World.

Policy paradox in Muffett country

I hate to harp on Hereford and Worcester, and I'm even more disinclined to congratulate Liberals. But on this occasion I fear I must. The local Liberals have done us all a service in prising out of our old friend Dr Muffett, the small print of the HMIs' follow-up letter to their report which criticized the level of provision by the county.

It exposes the fundamental flaw in the Government's educational policy. One arm of Government (the HMIs) is telling Hereford and Worcester that its primary schools are understaffed, and its modern languages cut-back, and its provision for caretakers and foreign assistants unsatisfactory, and its advisers under-strength and its special education referrals discouraged, and so on and so on and so on. The other arm (the Patrick Jenkin one) is assuring them that they're doing very nicely with their cut-backs, thank you.

It just doesn't add up; in fact the inspectors implicitly praise the Hereford and Worcester teachers for doing rather well with inadequate resources. Which makes the Muffett assault on them (see last week) all the more puzzling. Perhaps the explanation lies in the Muffett PhD, which is said to be in Nigerian tribal warfare.

Popinjay time

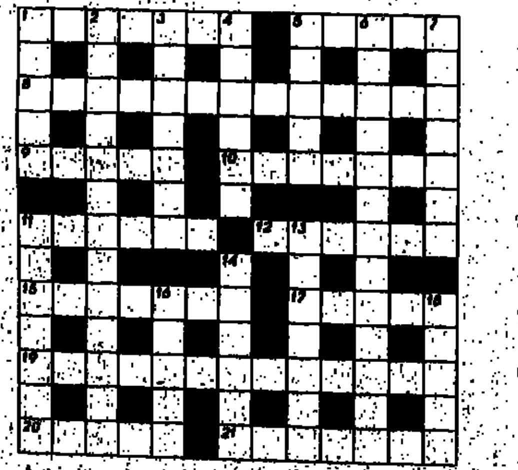
Memo to Sir Keith. He shouldn't worry so much about history, but rather concentrate on giving his functionaries lessons in geography. The DES statisticians made an extraordinary mistake in a map in their Statistical Bulletin 1/84, by showing Northumberland's pupil teacher ratio as between 1–13.0 and 15.5 – a commendable achievement for the county. But it was wrong. In fact the county has one of the worst PRT's in England: 1–17.6.

How did this extraordinary mistake come about? An understandable computer error? Not at all. The statisticians have admitted that they didn't realize that Northumberland was a separate county, but thought it was part of Tyne and Wear (not an education authority and soon to be obliterated).

Naturally, the story has raised Northern hackles. Just as that early heir to the Northumberland earldom, Harry Hotspur, started a civil war because he was "pestored by a popinjay", so his successors in the county have appreciated even less this modern Whitehall indifference to their geographical location. It's a small incident, but it bodes ill for the day when all our rates are capped and every item of our local expenditure subject to the whim of some London "popinjay" functionary.

Christopher Price

No 139 CROSSWORD by Rufus



Across

1 Seating is never enough with such chairs (7)
5 Conceal, or report a story (5)
8 Self-important, as a direct result (13)
9 Helps a beast in distress (5)
10 Take a job over to break the monotony (7)
11 Holiday when one is not at one's best (3,3)
12 States differ – so do these (6)
15 Train or coach (7)
17 Her sister is a superior person (5)
19 Terrible condition bad wiring is in? (8,5)
20 Missile in war or pieces (5)
21 A long wandering tale (7)

Down

1 Doctor tea or coffee (5)
2 Funny feeling? (5,2,6)
3 Order new lease for a place in London (7)
4 Ventilator in a gallery (6)
5 Locks are the key to its existence (5)
6 One is not openly menaced by them (6,7)
7 They take no end of towels (7)
11 Supervise, we hear, away from this country (7)
13 Many set free! (7)
14 Penthouse lent on a new arrangement (4-2)
16 Wakes all awry (5)
18 Three points go to my opponent (5)

Solution to puzzle no 138

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TVEI girls still suffer from narrow job choices

by Hilary Wilce

Girls are missing out on many of the new training opportunities now available in schools under the hastily-implemented Technical and Vocational Education Initiative.

Local authorities are obliged by the Manpower Services Commission, paymaster of TVEI, to set up schemes which try to avoid sex stereotyping. But teachers, outside observers, and in a number of cases, the local authorities themselves, agree that this has not been done on any significant scale.

As a result, they say, there is a danger that this massive injection of new funds into schools and colleges – the newly expanded TVEI will eventually cost £20m a year – could positively disadvantage girls by underlining narrow traditional job choices, and by helping boys to colonize skills in growth areas like information technology and robotics.

The 14 TVEI schemes now running fulfil the letter of the agreement by offering all courses to boys and girls, but the spirit is often evaded by timetabling options in ways which channel pupils into traditional occupational skills, and by failing to counsel or encourage pupils to consider alternative options.

In Birmingham, 135 of the 139 pupils on the craft, design and technology courses set up under the initiative being piloted in eight of the city's secondary schools are boys, while 67 of the 81 pupils on the business studies courses are girls.

Ms Barbara Tatton, president of the Birmingham branch of the National Union of Teachers, said that experience in Birmingham had caused the NUT to become "more and more alarmed about many aspects of this new initiative".

The National Women's Commission, an advisory committee to government on women's affairs, which has been looking at TVEI schemes as part of a wider inquiry into women's training, is also worried that the initiative is not fulfilling its equal opportunities brief.

Visits to schemes have convinced members of the inquiry team that so far the initiative has done more to reinforce occupational stereotyping than to reduce it.

Many authorities have been concerned simply to get equal numbers of boys and girls onto their schemes, they say, without looking at which courses they are going onto, and no authority has attempted to counsel girls about possible choices.

They fear that an employment-led initiative such as this will do little to encourage girls into non-traditional areas.

Mrs Saxon Spence, chairman of the inquiry, said: "The real danger is that the MSC is now going ahead with another batch of schemes, without having evaluated what is happening in the first 14."

However, the problem is recognised. Some authorities, such as Sandwell, are considering how their schemes might be adjusted, and the MSC is organizing a national conference on the issue next week.

Rhythm-time: Infants and juniors – all severely or profoundly deaf – of Whitebrook School for the Deaf, Fallowfield, Manchester, move to the rhythm of highly-amplified music which they interpret through their body-worn hearing aids.

Survey fuels fury over cuts

by David Lister

Parental anger over swingeing cuts this week in East Sussex's education budget has been further inflamed by a survey of Tory councillors which shows that none has a child at a state primary school and only one has a child at a state secondary school.

The survey of the members of the ruling Conservative group which on Tuesday decided to axe 100 primary and 50 secondary teaching posts in £1.7m of cuts, was carried out by the *Brighton Evening Argus*, which in some cases obtained information from councillors' family and friends. All the councillors were named.

It showed that of the 52 Tories only five have children at school, and of these four use fee paying schools. Of those whose children have now grown up 21 used the private sector and 18 used state secondary schools.

The very fact that a link is being drawn between councillors cutting state education and the schools they choose for their own children has infuriated Conservative councillors and delighted the Labour opposition.

Mrs Joan Mont, education chairman, said many councillors felt the survey was an intrusion into their privacy. She thought the survey was irrelevant. "If you're an authority which deals with housing, do you have to live in a council home before you can make policy?" she said.

She said that most of the education committee were state school governors and her children had gone to state schools and she added: "People who pay for private schooling have a great commitment to education. You can't have a greater commitment than making a financial sacrifice to send your children to school."

Labour group leader Councillor Dave Hill said the Tories were out of touch with education. "A lot of them went to public schools and pay to send their children to school, so they don't have a stake in state education."

Taxman hits at tea-time claims

by Richard Garner

The Inland Revenue has swooped to tax a county's teachers' expenses claimed for meals taken during attendance at out-of-hours school functions.

Teachers earning more than £8,500 a year will now have to record on a form how much they have spent on food, even only tea and biscuits. Free meals taken at midday are not liable to tax.

The move, which is at present affecting teachers in Derbyshire, has angered members of the 22,500-strong National Association of Head Teachers – which is seeking to raise the issue at the next meeting of CLEA/st, which negotiates teachers' conditions of service.

Mr David Hart, NAHT general secretary, suggests three courses:

- seeking a change in the law to exempt teachers from such taxation;
- taking the matter up politically; or
- seeking a higher rate of pay for higher-paid teachers to compensate those who are being taxed.

He acknowledges that one danger is that practice often varies from tax office to tax office – although he adds: "I believe the present unsatisfactory position outweighs the danger."

A spokeswoman for Derbyshire County Council said that as from Arpil 1 – teachers would be required to fill in forms claiming travelling and meals expenses if they were retuning to school for out-of-hours functions. At present, the school itself claims the money from the county council – and their returns are submitted to the Inland Revenue.

The Inland Revenue clampdown was being carried out under the terms of the 1976 Finance Act which aims to curb certain perks, she said.

Status bid for Rasta study

by Nick Wood

One of the last reports from the Schools Council urges exam boards to draw up syllabuses and exams in Rastafarianism, the controversial faith whose dreadlocked followers venerate Haile Selassie, the late Emperor of Ethiopia, excoriate Western society as Babylon, and smoke ganja (cannabis).

Ms Angela Wood, the author and head of religious studies at North Westminster Community School, reaches this conclusion in her discussion of how religious studies exams at 16-plus could be given a multicultural dimension.

"Given that many Rastafarian youths will take some examinations at 16-plus, the possibility of an examination in their religion and culture may have an uplifting effect upon them and give them greater respectability and acceptance," she said. "Furthermore, the examination may well be taken by non-Rastafarian pupils, and this would increase its standing."

But she admits that difficulties could arise because Rastafarians may not wish to cooperate with exam boards.

***Assessment in a multicultural society: Religious studies at 16-plus*. By Angela Wood. Available from: Longmand Resources Unit, 33–35 Tanner Row, York YO1 1JP.**

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TIMES PAST THE TIMES
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The gap between fact and fantasy

Why does the Government persist in making itself look foolish? This is a reference not to the exquisite muddle over the GCHQ nor yet to Mark Thatcher's innocent pursuit of wealth creation but to the Walter Mitty quality of ministers' plans for local government spending. Year after year, the chasm between hope and reality yawns wide. Year after year, the Government admits defeat by adjusting baselines or adding a hefty "unallocated margin". And year after year, the ritual shrieks of horror from councils and unions give way to cynical shrugs. Why pay too much attention to horror stories that don't come true?

The gap between plans and reality is clearly demonstrated in the latest public spending White Paper (see page 12). A novice looking at the figure for next year might well think education was in for a shock. School meals and milk? Planned spending slashed from £414m this year to £257m next. Adult education? Down from £91m to £73m, a cool 20 per cent. The youth service? Why, a modest cut of 12.4 per cent, from £105m to £92m.!

But a glance back to last year's White Paper would allow a novice to breathe again. That, too, envisaged a mammoth cut in school meals spending, from £400m to £266m. It, too, set out a 20 per cent cut in adult education and a rather smaller cut – of 5.4 per cent – in the youth service.

But did those cuts materialize? No. In fact, spending on meals has probably risen by £10m or 2.5 per cent; on adult education by £9m or 11 per cent; on the youth service by £5m or 5 per cent.

As with the detail, so with the general picture. The White Paper admits that education budgets last year were 4.2 per cent above ministers' target, with one-fifth of the excess spending going on school meals and milk. In the current year, they would be no less than 7.5 per cent (£703m) over were it not for education's share – probably about half – of the extra £900m allocated to councils "for realism".

And the overshooting is quietly expected to continue, although at a lower level, once ministers are armed with their rate-capping powers. Next year's "unallocated margin" of £660m is followed by margins of £400m in 1985–86 and £200m in 1986–87.

Only in higher education, where the DES has direct control of budgets, do the plans bear any relation to reality. And even there, buoyant student demand has been forcing ministers to revise their estimates upwards.

The way the accounts are presented goes a long way to explain the decline and fall of the present system of local government finance. The present arrangements are indefensible: they combine the worst of all worlds. There is no realistic connexion between finance and policy; projections of future spending are repeatedly falsified; targets are set which fail to constrain the free-spending authorities while at the same time harshly restricting those who now spend less than they should. This is seen at its worst in figures for global spending on education which cannot be said to be unge[...] (a 1 per cent increase in real terms s[...] 1978–79, against a 12 per cent drop in p[...] numbers) but which are quite consistent w[...] wide extremes of parsimony and extravaga[...].

Rate-capping is one response to these ma[...] deficiencies. Bad as it is, direct action against "overspenders" may indeed begin to iron [...] some of the worst unfairness of the pres[...] scheme, because the Government has promised [...] accompany the harsh punishment for the few [...] easier targets for the many. But, even if coun[...] can believe that promise, rate-capping remai[...] desperate and unattractive remedy for a probl[...] which has been magnified by the Government's own unrealistic expectations. And, there [...] already signs (see Robin Pauley in Tuesday's *Financial Times*) that it is not going to be easy to devise a "capping" scheme which actually hits [...] 12 to 20 Labour-controlled authorities on t[...] Government's hit list, without introducing [...] more anomalies, injustices and expense.

COMMENT

All open and above board

There will be a price to pay for opening up school records, a union spokesman (page 8) has commented: "if teachers aren't sure, they won't put anything down." Which provides, of course, the best possible reason why parents and probably older pupils *should* have free access to such records.

For it is only too clear that, under the convenient cloak of secrecy, professionals in the education service, and in other social services, have recorded with impunity facts that they were not sure about; and had not checked.

The useful discipline of having to check your facts before committing them to paper is something which other professionals – including journalists – have to accept, and it is difficult to believe that teachers would find it any more arduous to come to terms with. Why should teachers be immune from the libel laws? Indeed, it is arguable whether publication of wrong facts in the public prints could do more damage to a child's subsequent career than passing them on a confidential basis to other educational institutions or to employers.

The Lindop Committee on Data Protection, reporting in 1978, recognized that records kept on children by schools – whether handwritten or on computer – were potentially part of a national computer-based record system, and recommended access to such information for parents "particularly where it is factual or about the home and family circumstances, if for no other reason than to ensure accuracy."

The traditional defence against such openness is that it will sometimes be in the child's best interests to record a suspicion of battering or neglect, or the judgments of doctor, psychologist or social worker, and that it could therefore be counter-productive to do anything to inhibit professional frankness.

Even supposing that there were some way of guarding against the recording of ill-considered comments without involving the parents, such condescension cannot do away with the need to check for accuracy. There is already plenty of evidence to suggest that unsubstantiated allegations do find their way, unchallenged, on to pupil files if parents are not consulted or confronted.

It can be forcefully argued that a two-tier system is bound to develop if school records are opened up, professional or clinical judgments being still kept separately. This has so far been justified so far. It might be more constructive, on the other hand, to see the opening up of school records as the first stage along the way. The more experience which is gained of overcoming the practical difficulties in opening up the first tier, the easier it will eventually be to open up the majority of professional reports.

Experience so far suggests that accuracy is not the only advantage to accrue from a more open system. In Leicestershire they have found that it has been one ingredient helping towards a more collaborative and fruitful relationship with parents, and it is hard to see how the pupil profile movement could flourish if some facts hitherto recorded secretly did not form part of the open file.

Live and let live

Well, what *should* we call them? If "young people" conjures up the well-meaning tones of middle-aged churchmen, "kids" evokes the equally well-meaning but aggressively partisan twang of social workers in denim rompers. The "new adult" was of course a hopeful figment of bandwagoning publishers in the mid-seventies; "children" are nowadays never over 12. The study reviewed on page 27 this week suggests that the socially and biologically accurate "adolescent" should now go too, as being encrusted with misleading myth: that leaves "teenager", also accurate, and these days shorn of its American breeziness.

What the study has to say is both predictable and well worth hammering home in "youth studies" quarters. Youth studies (let us release them temporarily from their well-merited imprisonment in derisive quotation marks) have long been dominated by their leading practitioners' fascination with the deviant and rebellious fringe. Punks and skinheads lend themselves

readily to excitingly radical theorizing, whereas the humdrum realities of most adolescents' (sorry) lives do not.

In this sphere, as in others, television drama underlines the fashionable tendency: plays about dole-queue delinquents are now a standard vehicle for the expression of vicarious rebellion by middle-aged, ex-radical playwrights.

The great mistake which aging radicals make is to rely on the cut and dried simplicities of their own youth or disillusioned middle-age as a way into the contemporary mind: the truth about underprivileged teenagers (ah) now is that they are both more resigned and more resourceful than they would have been 20 years ago. The global future is, alas, much m[...] uncertain, which surely helps in[...] resignation, and the present is infin[...]ly more fluid. It is now possible, f[...] example, to lead a dignified, purpose[...]ful, and relatively ordered life in a stable society of fellow-squatters, i[...] that is the fate towards which economic realities propel you: if you opt for a career, it is unwise to count too much on its permanence.

Even from this sensationally-[...]sational study, however, [...] the message for politicians is clear; [...] top priority for "the best thing that co[uld] happen to me" was getting a job. And [...] on that, politicians might look back [to] last week's *TES* interview with the Belfast playwright Graham Reid. In Northern Ireland, Reid pointed out unskilled and unqualified teenagers had another path open to them, very quick, very alluring, and with stardom virtually assured: joining a paramilitary organization.

... no comment

"I should be delighted to see m[...] money. If we lived in a land flow[ing] with milk and honey, we should all [be] able to have more money, but I supp[ose] that we should then all have to go ro[und] wearing gumboots."

The Earl of Swinton, Governm[ent] education spokesman in the Lo[rds] speaking about education spend[ing] during the committee stage of [the] Education (Grants and Awards) [Bill] on February 14.

Second opinion

Rugby and hooligans – the right approach

Bert Lodge's article, "The Other Rugby," (*TES*, February 3) suggests that David Oxley, with his up-to-date, up-market approach, is the sole reason for the recent growth of rugby league. There are in fact several other reasons, some of which should be of concern for all teachers who wish to see rugby union continuing to flourish.

Rugby union has always (in Engl[...] [illegible]

[illegible] in the rarefied atmosphere of the public and grammar schools. It is a complex and difficult game to teach, not one where the coach can throw the ball in and let them get on with it. It requires either a converted or a captive audience if the message is to be got across.

The public school boys usually came to the game imbued with its traditions; the grammar school boys came, often more reluctantly, because they were given no other choice. In time, however, the game asserted its own magic, and having given it a try, so to speak, they were converted. Indeed, I believe the best schools' rugby was being played in the grammar schools at the time I was teaching in that sector.

Now, of course, the special conditions for the culture exist only in the independent schools. The Rugby Union has done its best to fill the gap left by the dissolution of the grammar schools by fostering mini, colts and youth rugby through [illegible]

the code of gentlemanly conduct in a game of hard physical contact, which always had a special attraction for educators, has been somewhat tarnished. It used to be said that rugby was a hooligans' game played by gentlemen, rugby league the hooligans' game played by hooligans; but incidents at top level during the last fortnight have reminded us that not all the hooligans are playing rugby league.

It is inevitable that rugby league should find present day conditions ripe for expansion – or, to preserve the biological metaphor, "invasion" – into the rugby union preserve. It is a game that always emphasized the skills of running and handling (which many of us feel are the essence of the game), and with its simplified laws (no line-outs, rucks, or mauls) it is a much simpler game to teach. Its cloth cap image perhaps gives it a greater appeal in these anti-elitist times, and of course, its frankly professional base eliminates any agonizing over money matters.

The Rugby Union is under constant pressure to revise its definition of amateurism, and in a hard–nosed world it must yield to some of this pressure. After all, only the other week one of the current England team lost his job because he was taking too much time off to play rugby. The problems of 1895 refuse to go away.

For all that I have admired many aspects of rugby league, and grew up playing it, I think it would be a pity if it were allowed to oust rugby union from the educational scene. For one thing I believe that rugby union has the potential to be a far more exciting and fluent game than league, which was not the case when I was playing.

But more importantly, I think the game does still try to embody a "spirit", for want of a better term, that is absent from all the other team games involving bodily contact. It is certainly this spirit that makes for the marvellous freemasonry among rugby players around the world.

Now, more than ever, teachers [...] coaches in schools must cultivate [...] spirit, forgetting those unfortu[nate] expressions like "getting your re[taliation] in first." Rugby league, with its [...] bins and authoritarian referees, [...] always been able to cope with [...] inherent violence of the game, wh[...] as rugby union must always place [...] faith in "internal" controls. Comp[...] with the competition it must be se[en to] be an even more exhilarating g[ame] and this means that coaches [...] emphasize the skills of running [and] handling – even if this means bore[...]ing the rugby league coaching ma[...]

Who knows, with the right appro[ach] we might even reach those real ho[oli]gans who spend their Saturdays ne[ith]er on union nor league fields, bu[t on] the terraces of the football clubs.

Frank D Sy[kes]

Frank Sykes won eight English [...] cups between 1955 and 1963. A[...] head of PE at Northampton [...] School, he now teaches in [...]

NEWS

NUT may back Liverpool with strike

by David Lister

The National of Teachers' 2,500 members in Liverpool will hold a mass meeting in the city today to decide whether to back the council's planned "illegal" budget by calling a day's strike on March 29.

The vote will be by show of hands rather than secret ballot.

As reported in *The TES* two weeks ago, a budget which did not balance the books could result in teachers simply not being paid.

A delegation of Liverpool councillors was meeting Mr Patrick Jenkin, Environment Secretary, as *The TES* went to press on Wednesday.

Discussions have taken place in the Department of Environment on the possibility of framing legislation to send a government commissioner in to run the city if the budget goes through. But government spokesmen stressed this week that this would be an absolute last resort, and ministers and civil servants had not yet framed draft legislation.

Liverpool is still far from having full support from other Labour-controlled authorities. One senior local politician said other cities were pursuing lengthy and detailed campaigns to defeat the Government over the rate-capping and abolition of the metropolitan counties and were fed up with Liverpool's "quest for martyrdom".

However, the Liverpool leaders can and do point to their remarkable support in the city in the recent local and general elections, and the fact that they pledged themselves to a policy of defending jobs and services and indeed creating additional jobs. In education, the council intends to add to the number of employees and announce a new capital programme for day nurseries.

While Liverpool is receiving virtually no support for its stand from other Labour authorities, Mr Ken Livingstone, the leader of the Greater London Council, opened up the prospect of similar battles next year when he said recently he could not envisage Labour authorities sitting down with the unions and discussing the severe staffing cuts necessary to meet the Government's proposed legislation.

Other authorities seem to be taking different lines still. Leaders of the Inner London Education Authority refuse even to consider the question of whether they will cooperate in manning new Government quangos, joint boards or rate-capped authorities. They feel that to discuss this would be to detract from their campaign to save the ILEA which they judge to have been extremely successful so far in uniting hitherto disparate forces.

Patrick Jenkin

Labour offers HE deal

by Biddy Passmore

The Government-inspired debate on higher education is "no more than a smokescreen to disguise their intention to contract the system", Labour education spokesmen said this week.

They said it was time university vice-chancellors and polytechnic directors spoke up and told the Government that closing a number of universities or polytechnics or whole departments across the board-would be a devastating blow to higher education.

Instead, they offered a "new deal" to higher education: security of funding in exchange for agreement by institutions to change and adapt, throwing open their doors to a wider range of students and becoming more closely involved with their local community.

Mr Giles Radice, Labour's chief education spokesman, and Mr Andrew Bennett, the higher education spokesman, were announcing their responses to recent questionnaires on the future of higher education from the University Grants Committee and the National Advisory Body.

Labour rejects the Government's assumption that the decline in the number of qualified 18 year olds means the higher education system must contract

In a letter to Mr Christopher Ball, chairman of the NAB board, the two spokesmen said: "Without detracting from its achievements, we must recognize that in the past higher education has largely served the already educationally "well fed". In the future, post-school education should be available to all those who wish to take up appropriate courses."

College funding snub for MSC

by Mark Jackson

The Manpower Services Commission's plan to get local authorities to help it take over part of the control of their colleges received an unexpected setback this week when the local authority associations refused to have anything to do with it.

Commission officials had invited them to join an *ad hoc* working group to decide how to implement the Government's White Paper proposals to channel a substantial part of non-advanced further education funds through the MSC instead of the rate support grant.

The group was a first step in the plan – disclosed by Mr David Young, the commission's chairman in a *TES* interview earlier this month – to set up a national body to oversee the funding of courses.

MSC officials had prepared an announcement on the setting up of the group, which was intended to include representatives of the trade unions, employers, teachers, college principles, education officers, and the validating bodies as well as the local authorities, for release after yesterday's meeting of the commissioners.

But at a meeting on Monday with the Employment and Education Secretaries, the local authorities made it plain that they were not prepared – at least for the present – to commit themselves to any form of cooperation with the Government's plan.

Ministers insisted that the Government was determined to go through with the White Paper programme, but made their first concession in the other confrontation over funds for training – the problem of the YTS deficits which many authorities face.

The Ministers agreed that local authority officers would be given a chance to prove to their own officials that councils could not avoid being forced into penalty spending by such deficits – the implication being that the Government is now prepared to consider exempting YTS spending from the penalty rules.

Members of Parliament this week questioned Mr Peter Morrison, Minister of State for Employment, about his orders to the MSC to cut back Youth Training Scheme Mode B1 places in training workshops and community projects. These orders threaten to force a crisis between the Government and the Youth Training Board.

Mr Morrison tried to persuade the MPs that the reduced provision of 70,000 places would be enough by telling them that only 54,300 of this year's places had been filled by the end of December. He did not mention figures already made public by the MSC showing that 71,232 of the places were filled by mid-January.

NFER to mount low attainers study

The DES has asked the National Foundation for Educational Research to evaluate the project for lower-attaining pupils in secondary schools which is being piloted in 13 l.e.a.s.

The three-year study will cost over £400,000. The project is supported by a £2m Government grant. The investigation will cover all aspects of the new initiative from an evaluation of the different projects to reports on how youngsters take to their revised curriculum.

Euro-court threat to UK

by Anne Good

Britain may face legal action by the European Commission because of a failure to provide adequate facilities for teaching migrant children the language and culture of their country of origin.

The Commission this week warned about the possible court cases against member governments, including the UK, when it released a report assessing implementation of the EEC directive.

Using information given by governments at the end of 1982, the report examined arrangements in each country to integrate, while maintaining links with their own cultures.

The UK system was found to be unsatisfactory on several counts. Only 2.2 per cent of the estimated half million children in the UK whose first language is not English, are given classes in their mother tongue by the schools. Most of this teaching is done through outside organizations without proper government support.

According to European law, member states must make special arrangements to help migrant children adjust to their new schools and ensure they are fluent in the language of their new country.

A Department of Education and Science spokesman said this week that there were "very genuine differences between the UK and other EEC countries". Britain had a decentralized system, which made implementation of the EEC directive difficult.

ILEA faces clash with union over jobs deal

by Richard Garner

The Inner London Education Authority is facing a battle with the biggest teacher union over a plan to offer voluntary redundancy terms to its secondary school teachers as part of a long-term reduction of 2,500 posts.

A special council meeting of the 13,500-strong Inner London Teachers' Association of the National Union of Teachers has voted to adopt a "no jobs cuts" strategy – while the ILEA is anxious to reduce the number of secondary school teachers because of falling rolls.

The ILEA says it must lose 2,500 secondary teaching posts over the next five years. Over the next 12 months, it wants to cut 525 posts, in addition to axeing the 190 extra teachers it employs above its planned staffing level. In special circumstances, the authority says it will accept applications from primary teachers for voluntary severance.

The conflict between the two sides comes at an embarrassing time – because both are campaigning to save the authority from being dismantled under the government's plan to replace it with a joint board of non-elected borough representatives.

The ILEA says the discussions are still confidential, but Mr Richard Riesser, general secretary of the ILTA, attacked the move because he believed the ILEA should retain the teachers to help carry out the new initiatives to combat racism and sexism.

He said that – under the severance scheme – a 41-year-old teacher, for example, who had been working for 15 years could receive around £20,000 in severance pay because of the enhanced benefits offered.

"The trouble is that it will attract those most experienced in the new ways of teaching and the authority will lose their support for the initiatives it is carrying out," he said.

He acknowledged it would be difficult to stop teachers accepting enhanced payments if the move went ahead, but he felt confident that schools in which the union's organization was strong would refuse to cooperate.

An ILEA spokeswoman confirmed that the authority was discussing a severance plan for secondary school teachers with the union but said the discussions were "still under wraps".

Meanwhile, the ILTA council has voted to seek official union backing for a second one-day strike over the Government's plans to dismantle the authority and introduce rate-capping legislation.

Selection causes uproar in Stroud

A new selective scheme for the Gloucestershire town of Stroud, approved by the county's education committee on Monday, has caused uproar among parents and governors – and unease among some Conservative councillors.

The scheme envisages the replacement of the town's two single sex grammar schools with one four-form [illegible]

The two 11-18 comprehensives and two out of the three secondary moderns would become 11-16 schools feeding into the grammar school's expanded sixth form.

Parents and governors are outraged that there have been no consultations on the plan. The only two options seriously canvassed last autumn were a two-form entry "super grammar" [illegible] too small – and a sixth form college system, which commanded the greatest support.

The new selective scheme was only approved by one vote on Monday. That narrow margin, and the opposition that will be registered between now and the full council meeting on May 2, may still swing the final decision in favour of a sixth form college.

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PLATFORM

Operation Overlord?

David Peck suggests the likely next steps for the MSC in its bid to become a *de facto* department of education and training

Despite the *Training for Jobs* White Paper it is still hard to be certain whether there is a policy to develop the Manpower Services Commission right to the point where it becomes a *de facto* department of education and training unfettered by parliamentary or local authorities.

The White Paper describes a coherent pattern formed by the Certificate of Pre-vocational Education, the Technical Vocational Education Initiative and the many other measures which, when announced, seemed to bear little relationship to what was going on around them. And the decision to develop MSC into a national training agency with so much control over further education also implies the working out of a purpose decided some time ago.

But it remains difficult to decide whether the new pattern is complete or if we have simply reached another stage and may look forward to even further extensions of the Commission's power. How far, for example, will it go in its "leading role of defining standards of performance" to develop a system of certification which can be applied in schools, further education and the Youth Training Scheme?

Even more inauspicious is the statement that "looking further ahead we see a continuing need for coordinated provision to help young people progress from education to work as smoothly and effectively as possible". And what can be meant by the reference to the Commission's need for appropriate machinery locally and nationally to carry out its enhanced responsibilities, when the present structure of separate training and employment divisions is only one year old? Will it add an education division? And does it intend to revamp its new Area Manpower Boards?

The tone of the White Paper suggests great faith in the commissioners and their ability to represent the needs of their constituents – employers, trade unionists and educationists and the area boards are seen as having membership which similarly reflects the views of a locality better than could a local education authority. This is difficult to accept, for deep within the MSC runs the Department of Employment's traditional view of advisory machinery. The commissioners were probably not even consulted before the White Paper was announced and the area boards have discovered early in their short lives just how advisory their powers are.

Whenever they make a controversial decision they can be sure that it will be countermanded by an official in the regional or national hierarchy. Whoever might be responsible for policy it is not the commissioners or the boards.

But it is worth digressing to look closely at the work of the boards. They have enhanced the Youth Training Scheme's chances of success: indeed their interest in youth training has created such an imbalance in their work that the employment division and its schemes for adults, notably the community programme, have been neglected.

The explanation for this is straightforward but revealing. Members realize the importance of producing a continuum between the work begun in schools to prepare young people for adult life and a programme on which they have some influence. Planning YTS has been systematic, resting upon the needs of young people translated by their careers officers into a profile of the age group. And the boards have set out to meet these needs knowing what places were needed and why.

They have appreciated the close cooperation between MSC staff and the careers officers with their knowledge of young people and local industry. The contributions to discussion which the chief education officer, the college principal and the principal careers officer have made to meetings has raised the level of debate. The partnership between local education authority and MSC has been seen to work.

The community programme offers a stark contrast. It operates haphazardly without a proper understanding of the needs of its clients. It accepts the places which local sponsors provide. Little account is taken of the unemployed person, and how he would wish his career to develop. Careers advice is not part of the programme and no attempt has been made to involve careers officers, adult education workers or colleges.

So the relative success of YTS and the relative failure of community programme reflects an important element of policy. Geoffrey Holland, the MSC's director, constantly stresses the need for consensus and partnership; the same theme runs through the White Paper and the agenda for action on adult training. The practical involvement of l.e.a.s in the implementation of one scheme and the effect of their exclusion from the other illustrates how important this is. But the policy element also requiring cooperation, and entirely absent from the White Paper, is careers advice and employment planning. And no mention is made of the under employment now being experienced by so many young people leaving further and higher education.

Too much can be made of the effect of careful careers advice on preparing people to make the best use of their capacities, inclinations and opportunities, but most educationists would argue that sensible manpower planning and determination of training needs rest upon the soundness of a great many individual decisions taken in the knowledge of the education training and job openings available. A continuous process helping the individual adapt and increase his potential is essential to success.

Others argue that careers advice and personal counselling get in the way; all that is needed is "information". Geoffrey Holland seems to hold this view. Writing last May he criticized teachers and careers officers for their slowness to adjust, dismissing the commitment of the latter to guidance and counselling. For the future he recommends "COIC" (the Careers and Occupational Information Centre) which is "about choices, about helping people open up more choices for themselves by helping themselves get from one place to another" just what teachers and careers officers thought counselling and guidance would achieve.

Significantly the "information" theme occurs again in the MSC's agenda for action on adult training; again stressing the need to work with, and through, others in most fields the Commission claims for itself "an important, perhaps the lead, role in making relevant information on employment and training available to those who need it".

This brings us back to the question of policy and how it is determined. Since David Young became chairman he has done most of the talking. Geoffrey Holland has been free to think. If there is a policy to develop MSC even further it is Holland who will have worked out the next steps. How shall we know? Imperfectly I am sure, but three imminent developments will provide an indication:

1 Watch the progress of the Careers Occupational and Information Centre – the most rapidly expanding part of the MSC. Beginning by supplying careers literature to schools and careers offices, it now produces a vast range of videos, information packs and computer programmes, many free or heavily subsidized. Its profits and influence grow. No TVEI scheme, accredited centre, school or college can avoid its salesmen or its products.

2 Wait for the introduction into schools of "Occupational Training Families". This imperfectly understood system aims to divide young people into groups according to the skills they need to acquire. Never intended to be used as an occupational classification it nevertheless promises to be one. Once in schools it will strengthen even further the Commission's ability to dictate standards and tidy up young people for processing.

3 Expect an announcement about the careers service. An important element of education and YTS sadly lacking from the community programme and provision for adults, it has been sorely missed from the MSC armoury. The Commission will soon bid to take it over or, if that seems likely to cause too great an uproar, to push it firmly back into the schools so that something more easily controllable can be developed to fill the obvious gap in provision for adults.

So MSC's policy will not be so difficult to discern. What is hard to understand is how far ministers can go along with it. Can they allow a large public enterprise like COIC, already ripe for privatization, overshadowing CRAC and the private publishers, to continue its headlong expansion? And will they allow the main user of careers information, the careers service – cost effective and working successfully within its l.e.a framework – to be absorbed? We might soon know.

Last year, Peter Morrison, the minister responsible, addressed chief education officers, making it clear that the future of the service depended upon its contribution to YTS. Since then the service has succeeded in placing over 90 per cent of trainees. It has met the Government's guarantee of an offer to each young person by Christmas. It has contributed fully and unreservedly to the success of the scheme. Mr Morrison knows this and when he meets chief education officers again on February 29 he will do so in the knowledge of their success. He might choose next week to announce the long awaited review of the overlap between the careers service and the MSC.

On this decision rests more than the availability of independent disinterested careers advice. It will show whether a partnership between l.e.a.s and the MSC is still possible or whether the present Balkanization, which is wasteful of effort and morale, will continue, backed by an unstated policy under which the MSC will continue its expansion until it numbers among its dependents all job seekers, pupils, students, colleges and schools.

David Peck is county careers officer for Shropshire, but his views are personal and do not necessarily reflect those of his employers

Geoffrey Holland . . . thinker

Peter Morrison . . . announcement?

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NEWS

Assisted Places could 'kill off' independents

Mr Clement Freud, Liberal education spokesman, has warned the Government that its controversial Assisted Places Scheme could actually "kill off" many of the independent schools it is trying to help.

He described as "amazing" new figures the Government has given him in a parliamentary answer, which show that by 1988 more than half the 223 schools taking part will have between 20 per cent and 40 per cent of their pupils paid for under the scheme.

Mr. Bob Dunn, the minister for schools, had told him that by 1988, when the scheme was fully operational, an estimated 38 fee-paying schools will have more than 20 per cent of the pupils paid for under the scheme. 30 schools more than 30 per cent and a further 44 more than 40 per cent.

Mr Freud has now tabled a further question to find out how many schools are "close" to having 50 per cent of their pupils paid for under the scheme after originally being told that no school had 50 per cent APS pupils.

"The new figures have two major implications he said.

They showed that the Government had gone back on its word not to try to reestablish or replace the old direct grant system of schools.

"It also means that if Labour carries out its threat to abolish the Assisted Places Scheme if it returns to office it will actually kill off a lot of private schools because they will be dependent on such high percentages of APS children."

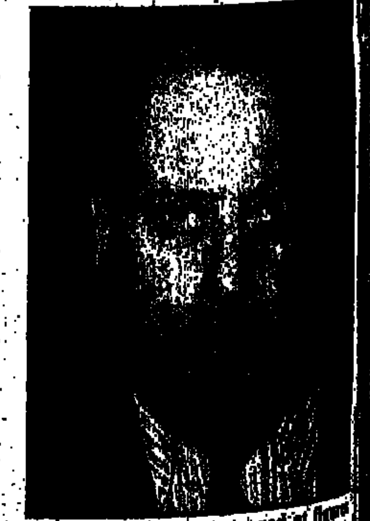
The Government introduced the scheme in 1981 as a method of helping bright pupils from poor backgrounds benefit from the academic excellence of many of the country's top fee-paying schools.

The fees are met by the Government on a means-tested basis.

In its first full year the scheme cost £8.7m. There are now 13,000 children taking part at a cost of £16.5m, and by next year a total of 18,000 will be taking part at a cost of £22.5m.

By 1988, between 35,000 and 40,000 pupils will be involved.

Among schools which the Government [illegible] 40 per cent APS pupils by 1988 are Bath High School, King Edward's School, Birmingham, and the Royal Grammar School, Newcastle [illegible]



Clement Freud . . . amazed at figures

NEWS

Union opens way to professional assessment

by Richard Garner

Leaders of the National Association of Schoolmasters/Union of Woman Teachers have pledged backing for local authority moves to introduce new machinery for teacher assessment.

In a report prepared for discussion at the union's annual conference this Easter, the NAS/UWT says teachers should accept new criteria and methods for assessment. But it stresses "the enormous concession teachers will be making by agreeing to a much more rigorous examination of their capacities".

It says that assessment panels should examine the performance of teachers on the new entry grade for the profession – proposed as part of the salary restructuring deal currently being negotiated.

Assessment should be carried out by teacher tutors who would be people of experience and recent "proven worth" whose main employment still lies within the classroom.

Mr Fred Smithies, NAS/UWT general secretary, said: "The era of teachers being assessed by lay people, amateurs or refugees from the classroom must come to an end."

The document says that teachers must have leave to appeal against assessments with which they are unhappy.

It also recommends that its negotiators should press for a new contract for teachers, based on an adaptation of contracts already used in further education.

Under these, a maximum attendance time is laid down together with a maximum class contact time. Any activities performed, such as invigilating examinations, supervising extracurricular activities, or attending parents' evenings, could either be set against class contact time, attract time off in lieu, or – says the NAS/UWT – attract additional pay.

Meanwhile, employers' leaders meet today to discuss how to respond to this year's claim by teachers for a "substantial" pay rise and to consider their strategy over the pay restructuring exercise.

Negotiations resumed in earnest on Wednesday with the teachers having already signalled that they will refuse a 3 per cent pay offer – in line with the Government's pay targets – if it is tabled.

This week local authority manual workers – whose pay deal has often been seen as a pace-setter in the local authority field – were offered 4.5 per cent but warned that the rise would lead to cuts in jobs and services. They are considering it.

Fred Smithies: end of amateurs

Peers dash hopes of extra cash

by Biddy Passmore

The faint hope that Government ministers might be forced to provide extra money for the new education support grants all but died last week when the proposal was defeated in the House of Lords.

Lady David, Labour education spokesman in the Lords, moved an amendment to the Education (Grants and Awards) Bill proposing that the money to be paid direct to education authorities in the form of support grants should be additional to the Rate Support Grant, not deducted from it.

As the Bill stood, she said, "the totality of Peters will be robbed to pay a few favoured Pauls." The objection was not to a new specific grant as such, but rather to the redeployment of money at the margins at the whim of Sir Keith Joseph, Education Secretary.

But the amendment, which was also supported by Lord Ridley, Conservative president of the Association of County Councils, and Lord Beaumont of Whitley, the Liberal spokesman, was defeated by 99 votes to 137.

Lady David: direct payment

The Bill passed unamended through its committee stage and will complete its final stages in the Lords at the beginning of March.

The new law is planned to take effect in the financial year 1985–86. It will enable the Education Secretary to set aside 0.5 per cent of planned local authority spending on education (about £46m in England the current year) for priority areas, such as mathematics and computers for handicapped children. He will be able to support up to 70 per cent of that spending (about £33m) through the new grants.

Newcastle seeks to redeploy

The threat of compulsory redundancies for teachers in Newcastle eased this week as councillors looked to redeployment as an alternative.

The council's policy and resources committee decided it could avoid compulsory redundancies providing teachers would show flexibility by accepting redeployment.

Teachers had been alarmed by a controversial formula approved by the education committee which put forward a system of assessing teachers to see who should be made redundant.

But Mr Brian O'Reilly, Newcastle chief education officer, said this week: "The situation facing the education department is much more hopeful now than we could have anticipated. Firm offers of premature retirement have been made to 170 of the 200 who applied."

He added that the controversial document on procedures for possible redundancies was up for consultation with the unions. No discussions between Mr O'Reilly and teacher representatives have yet taken place as last week's *TES* report may have suggested. It is now hoped to get a wording which is mutually acceptable.

But he stressed that he did not envisage any teacher compulsory redundancies.

Definition enhanced on grade-related criteria for 16-plus

Guidelines on English announced

The Government is to issue a consultative document in the autumn on the objectives of the English curriculum which will help to define the new grade-related criteria for 16-plus exams, MPs were told on Tuesday, *writes Biddy Passmore.*

The news was given by Mr Walter Ulrich, DES deputy secretary for schools, at the first scrutiny session of the Commons Select Committee on Education, Science and the Arts.

Sir Keith Joseph, the Education Secretary, had conceded that it would be harder to define the criteria for English than for maths, which was sequential.

He said piloting and then implementing the introduction of the new-style 16-plus exams would be the element of his plan to raise standards that would take longest. It would be four or five years before the exams were introduced.

Sir Keith also set out the timetable for implementing the other proposals in his Sheffield speech, which he said should start to reap full benefits in 8 to 10 years. It would be two or three years before the plan to make the initial selection and training of teachers more rigorous was fully effective; one to two years to agree a definition of the curriculum with his partners in the education service; and two to three years to make in-service training more effective.

The changes would affect primary schools, he told Sir William Van Straubenzee, Conservative chairman of the committee. There would be a greater formulation of the skills, knowledge and competence expected of children when they moved to secondary school.

But he ruled out a new public exam at that stage, or at any stage before 16-plus. There would be tests, he said, but their kind and the ages at which children sat them would be up to individual education authorities and schools. Sir Keith spelt out an uncompromising message to teachers on pay, blaming excessive rises for past low spending on books, equipment and maintenance and making it clear that future improvements depended on moderating their claims.

Teachers' pay was by far the largest component of education spending, he said. If it exceeded the provision made for it in the plans, the extra money had to come from somewhere – and it tended to come, "alas, year after year, from the maintenance fund and funds put aside for books and equipment".

But he rejected the suggestion from Mr Harry Greenway, a Conservative member, that provision for books and equipment and maintenance should be kept separate from that for teachers' pay.

He repeated his promise to ask his "colleagues" for more money to implement his plan to raise standards if he was convinced that there was no more scope for redeploying resources. But he suggested that was unlikely.

L.e.a.s to pay pension rise

Teachers have been spared the prospect of forking out extra cash to meet the cost of the profession's pensions scheme.

In an announcement in the House of Commons on Wednesday afternoon, Sir Keith Joseph, the Education Secretary, said he did not propose changing regulations governing pensions payments made by teachers – despite a Government actuary's report saying they should be increased.

His announcement means that the employers – the local education authorities – will meet the cost of increasing the overall contribution of 1.05 per cent outlined in the report. Teachers' pension contributions remain pegged at 6 per cent.

However, Sir Keith took the opportunity to remind the House that it was the Government's intention that all public sector workers should make "realistic" contributions towards their pension benefits.

PRIMARY

Second thoughts likely as rural axe plan prompts huge outcry

by Hilary Wilce

The growing outcry over the fate of small, rural schools seemed certain this week to force Tory-led Devon to come to compromise over its plans to axe [illegible] teaching posts.

Under plans agreed by the education committee last week, the lost posts were to be spread more thinly across schools in the county than was originally envisaged (*TES* January 17). This meant that 39 two-teacher schools would lose half a teacher, and have to operate from next September with just a head and a part-time teacher.

Last week, schools were closed as parents lobbied on the cuts at county hall in Exeter. This week, protests grew in strength as teachers, governors and parents realized that the new plan threatened the county's smallest and most vulnerable schools.

A policy meeting of the county council was due to meet yesterday to approve the education budget for next year but observers were predicting that the widespread grassroots protest would force councillors to reinstate at least some teacher posts.

Mr David Morrish, Liberal leader on the council, said there had been "unprecedented demonstrations" against the cuts and he thought there would almost certainly be some backtracking.

It would cost about £140,000 to restore pupil-teacher ratios in the smallest schools for next year, he estimated, although this cost would be pushed up further by grant penalties. The cost of restoring ratios to their former level throughout the school system would be about £500,000.

Liberals wanted to see more money made availalble to education from the £15m the council had left in its balances, he said. "If we'd had a blizzard in the south-west this winter we would have had to spend one or two million on preventative works."

However, the leader of the council, Mr Arnold Sayers, said in the local press this week that no extra money would be available for education.

Professor Ted Wragg of Exeter University, who chaired a county-wide protest meeting about the cuts this week, also predicted some compromise from councillors following the local outcry.

"This decision will be reversed, and it will be a triumph for the villages of Devon," he said.

Mr Bernard Shorland, deputy secretary of the Devon association of the National Union of Teachers, said councillors had come to realise that their plans would be impossible to administer. Most small primary schools would want their part-time teacher in the mornings only, he said, but teachers could not be in two places at once.

"I can see that the education committee is in a dilemma all the way round. They've got to balance the needs of urban schools against country ones. But Devon has a large number of village communities, and the loss of a school is an outrage to everyone."

Mr Ted Pinney, chairman of the education committee, was unavailable for comment this week.

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HMSO BOOKS

Union boycotts DES conference

by Richard Garner

Leaders of the country's biggest teachers' union have decided to boycott a conference that the Education Secretary has called to discuss the selection of headteachers.

The National Union of Teachers is upset over the representation it was to be given at the conference, which is to be addressed by Sir Keith Joseph and chaired by Mr Bob Dunn, his junior minister.

The union felt it should have been offered more than the two seats offered to the other organizations which will be represented at the conference in London on Monday. It also stressed that it was embarking on its own initiative on recruitment and appointment procedures.

Last year, the union produced a policy document on the subject – entitled "A Fair Way Forward" – and now says it is having some success in negotiating new procedures individually with local education authorities. The NUT has several thousand headteacher members.

In a letter to Mr Doug McAvoy, acting general secretary of the NUT, the DES said it "noted with regret" the union's decision.

It added that while there would be further opportunities for discussions should the Secretary of State decide to take any fresh initiatives, it felt the union's decision meant it had lost "an opportunity to contribute at an important stage" of any new scheme.

Next week's conference is still viewed as a high-powered event by those participating in it – all the other teachers' organizations have agreed to attend in addition to representatives of the local authority associations.

Papers on the selection of headteachers have been tabled by the Secondary Heads Association, the National Association of Head Teachers and the National Association of Governors and Managers.

The conference follows the publication of the findings of the POST project, which was set up in 1980 to look at the selection of secondary heads in England and Wales.

It will examine the scope for improvement in selection – looking particularly at ways of clarifying the roles of l.e.a. members and officers and of school governors in the selection process. And it will also attempt to identify the best methods of disseminating good practice within the l.e.a.s.

The POST project established that there was often no job description available for secondary head posts and no indication to applicants as to the aptitudes and qualities that would be expected from the successful candidate. The information on candidates provided for selectors was also found to be insufficient.

The report was very critical of the way the selectors operate. Almost always only three groups were represented – officers, elected members and governors.

Only three of the 59 authorities visited and a further 46 surveyed by questionnaire ever used other heads as assessors in the selection process.

This point has been taken up by the National Association of Head Teachers in the paper it has tabled for the conference. It says interviewing panels should include a head from a school near to the one which has the vacancy.

"It is the view of the NAHT that a peer assessor is invaluable at an interview and that a local headteacher should be a panel member," it argues, adding that the selection process should involve more than just a simple interview. "Listed candidates must be given the opportunity to visit the school," it adds.

SHA also believes interviewing panel members should each prepare their own reports outlining the reasons for their choice of candidate rather than making an "on-the-spot" decision.

It adds that the lack of adequate appointments procedures is one reason why headships of major secondary schools are attracting "comparatively small fields of candidates".

Doug McAvoy

Bob Dunn

The Second

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Richard Garner reports from the National Union of Teachers' secondary schools conference at Stoke Rochford

Racism begins at school, head says

Schoolchildren are often responsible for racist graffiti and the physical abuse of ethnic minority groups rather than extreme right-wing pressure groups, Mr Carlton Duncan, the black headteacher of Wyke Manor Upper School, Bradford, told the conference.

"Organizations such as the National Front have intelligent men and women behind them, but the people who really carry out the aggression and the verbal abuse and physical attacks on black people are youngsters who should still be in school – according to the law," he said.

Society and teachers were partly to blame for dispensing misinformation about ethnic minorities.

He had been a member of the Rampton Committee which had recieved a survey of the views of Gloucestershire schoolchildren, aged between 13 and 18, who had never met black people, but had read about them. Their comments ranged from saying they could be violent to that they ate coconuts most of the day.

"We're finding teachers whose views – although more mature – reflect these attitudes about ethic minorities. It is youngsters like these who also become teachers and perpetuate the myth."

He urged teachers to be "careful, selective and sensitive" in the examples they chose to illustrate lessons. For instance, geography teachers could portray some of the positive work done by Third World countries instead of just referring to them as "recipients of aid".

Meanwhile, a working party presented its recommendations to eradicate racism in schools; all union local branches were urged to negotiate anti-racist policy statements with education authorities and to monitor fixed-term contracts for discrimination against black teachers.

Mr Malcolm Horne, NUT executive member for Outer London, said that fixed-term contracts would have to be monitored in such a way as to avoid the collection of ethnic records. The suggestion was raised that branches could sponsor meetings of their black teachers.

Move to combat sexism

Teachers are calling on their union's executive to issue a declaration that sexist remarks or behaviour amounts to unprofessional conduct and could lead to disciplinary measures against individuals.

The move is one of a series of radical measures agreed at the conference designed to promote equal opportunities in education.

In a similar move last year the executive inserted a clause in the union's code book declaring racist behaviour unprofessional.

Good staff being lost

Voluntary redundancy agreements can reduce the quality of a school's teaching staff, a headmaster warned the conference.

Mr Gordon Tuffnell, head of Blatchington Mill School, Hove, East Sussex and an NUT member, made the comment while speaking on the problems of managing the secondary curriculum in a period of declining rolls.

Mr Tuffnell, who said he was not advocating compulsory redundancy, recalled that when Leicestershire offered early retirement to headteachers it found most of them wanted to go. "I don't believe that those that went were the most incompetent teachers in the authority," he added.

But Mr Mike Loosley, from Southwark, south London, said: "I don't think we can uphold that sort of attitude. I don't think we should be in the business ... incompetents to go."

CPVE fears

The planned Certificate for Pre-Vocational Education would effectively "kill off" plans for a Certificate of Extended Education for 16-plus youngsters, Mr Arnold Jennings, former executive member of the union, told the conference.

Mr Jack Chambers, former NUT president, said final details of the CPVE curriculum would be considered by a joint board planning its introduction early next month.

Snubbed committee offers peace

The head of the newly set-up Schools Curriculum Development Committee has offered an olive branch to members of the National Union of Teachers – which is boycotting it.

Mr Keith McWilliams, who is the committee's chief executive as well as acting as head of the Schools Council at present, seized the chance of appearing as a guest speaker at the conference to pledge his committee to carry out full consultations with teachers over new initiatives it plans.

"The new committee, whatever its origins and whatever its formal constitution, recognizes the value of much of what the Schools Council has been about and wishes to preserve that," he said.

"There is tangible evidence that curriculum development work can only be effective if there is a two-way line of communication," he added.

"I can well appreciate that, given the circumstances of the creation of the committee, any moves will have to come from us and I can assure you that the collaborative hand will be extended but whether it will be shaken or bitten we will have to find out."

Mr McWilliams added that much of the written work being prepared for the Schools Council would be taken on board by the new committee. The NUT decided not to put names forward to Sir Keith Joseph, the Education Secretary, because there was no guarantee that their representatives would be chosen to serve on it.

Later, Mr Arnold Jennings, a former NUT executive member and acting chairman of the Schools Council, warned of the danger of central control of the school curriculum – if the Department of Education and Science retained the right to approve subject criteria under a single system of examination.

"If one body has control, it should not be a body which is under political control," he added. "You're forging the way for the time when you will see the day when such power has been given to the elected government of the day – whatever that might be."

Profiles welcome qualified

Teachers should refuse to cooperate with the introduction of pupil profiles unless they have been promised extra resources and staffing, delegates decided.

They agreed a motion welcoming discussion about pupil profiles – but warning local education authorities they would have to provide more in-service training and extra capitation allowances if they expected teachers to prepare profiles.

Mr Gordon Donaldson, a Welsh executive member of the NUT, said that without extra resources "teachers would either have to work extremely hard indeed on profiling when they do enough already, or they will have to divert attention from some of their other work".

Mr Tony Harvey, from Knowsley, Merseyside, added: "I think pupil profiles would be a great advantage to the children in my area – but the teachers have a hell of a job dealing with what they already have to deal with."

NEWS

Hereford bull, Worcester sauce

A character, outspoken, forceful and intelligent . . . Dr David Muffett talks to Nick Wood

Dr David Muffett, 20-stone bear of a man who runs education in Hereford and Worcester, was in typically rumbustious mood this week as the county council met to consider his cost-cutting budget which would uproot the school meals service while encouraging a million wildflowers to bloom behind the bike sheds.

Elephant gun metaphorically at the ready, the old Africa hand – he was a colonial administrator in Nigeria from 1947 to 1963 – was happy to loose off in all directions.

As ever his main target was teachers, or more specifically the unions, but he also saved some rounds for Mr Patrick Jenkin, Environment Secretary, and the people who represent the local authorities in the annual wrangle over teachers' pay.

A high Tory of the old school, a man who lists the Victorian ethos as one of his cultural interests, has this to say about rate-capping and all that: "I believe the Government is entitled to cap rates . . . I don't dig any of this damn nonsense about constitutional inadequacy . . . But I do think it is idiocy for Jenkin to declare a grant related expenditure figure of £217.7m for this county council and then produce a target figure of £207.7m.

"The gap of £10m between our target and the GRE figure is to assist the waste of Sheffield and the ILEA."

He is equally trenchant in his criticism of the local authority employers. "I regard our national negotiators as inept and unrepresentative in that they are heavily dominated by left-wing councils which, in their turn, are heavily dominated by, and in a sort of ideological association with, the people with whom they are supposed to be negotiating.

"The employers are sitting ducks for the unions' annual confrontation designed to reinforce their relationship with their membership."

Dr Muffett's solution is for the two sides to reach a three, four or even five-year package deal in which pay rises are linked to changes in working conditions. It's done in America. He sees no reason why it shouldn't happen in Britain to the advantage of both sides.

The reference to the free-wheeling, free-market United States is no accident. In 1963 at the age of 44, Mr Muffett, as he then was, left Britain with his wife and children and went to Harvard to take up a research fellowship in international affairs.

Three years later he was awarded his MA for a dissertation on the *coups d'etat* that bedevilled the independent Nigeria. His doctorate came five years on when he was made an associate professor of African studies at Duquesne University in Pittsburgh. He was made a full professor in 1976 but left two years later to allow his youngest son, Alec, to go to school in Britain.

So despite his Blimpish appearance and robustly Victorian values (he condemns as blasphemy the activities of those teachers who would "flaunt" their homosexuality in school), David Muffett is nobody's fool. He has published eight books on African history and politics and written a string of articles and reviews.

The cogency of his arguments, his patent love of words and his taste for literary allusion, show that he is more than a Tory backwoodsman.

He believes that it is this as much as his well-publicized attacks on the minority of bad or incompetent teachers that has earned him the ire of the teacher unions. He speaks as if his experience of teaching in universities made him knowledgeable about school teaching.

"I am the only chairman of education that this county has ever had who has earned his bread and butter and put clothes on his children's backs by standing up in front of a class and teaching.

"The unions detest finding they are up against a certain amount of talent. They would far rather have our committees headed either by Labour activists, such as you find in the socialist republic of Sheffield, or by innumerate bucolics sucking on straws with a smock and a shephered's crook."

Part of the Muffett answer is to think the unthinkable and pour scorn on radical "shibboleths". He says: "Now radicalism worships shibboleths ... you cannot select because selection is bad; you cannot recognize a brilliant child because that is pandering to privilege and so on.

"It could be said that (Baroness) Cox and (Dr John) Marks are offering radical solutions. I would like to think, however, that Muffett's as good a radical as any."

Vintage Muffett is Muffett on teachers. He has already described them as the "most insulated, privileged and statutorily cossetted and protected calling in the world" – a view from which he shows no sign of retreating.

At the same time, he is at pains to point out that his deprecations apply only to that 10 per cent of the teaching force who, either through malevolence or incompetence, would be better off otherwise engaged.

"On at least half a dozen occasions I have gone out of my way to stress my complete conviction that the vast majority of our teachers are dedicated, inspired if you like, but within them and being protected by the system, are a percentage who ought not to be there because of the ethics of the profession and another percentage who ought not be there because they have failed.

Dr Muffett . . . high Tory, modern radical

"I am getting assailed for making both these statements, but I am not going to budge an inch."

If anything, he is even more uncompromising about the unions. Generally speaking, he believes they are on the horns of a considerable dilemma: whether to seek confrontation in the hope of binding their members more closely to their cause or whether to seek a compromise in the hope of long-term security. He suggests that they may choose the former course, "incubating, even engendering" a scrap.

But at local level he's no doubt who's in charge. The unions are "jibbering like Julius Caesar's sheeted dead" in the face of his unrelenting pressure for agreements that would make it easier for the authority to get rid of unwanted staff and to get more teachers out of union meetings and into the classroom.

It is this capacity for handling toe-to-toe confrontation that he says is his personal legacy from his days in the African bush.

For there cannot be many leaders of local government who once had temporarily to jail a community leader for eating the local tax inspector. That's what happened to Tigwe of Vwuip, cannibal king of Northern Nigeria, when he rather queered the pitch for a visiting United Nations delegation under Dr Muffett's protection.

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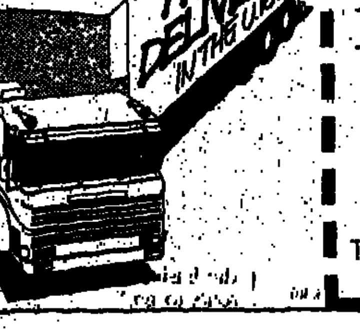

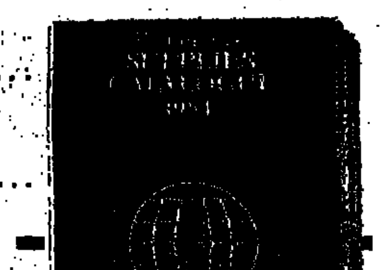

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ILEA will play its access card

Mike Durham and Anna Gale find general approval for the authority's confirmation that it plans to carry out a policy of opening files on its secondary pupils to parents.

News that the Inner London Education Authority is to press on with plans to open the files on its 142,000 secondary pupils to parents, has been greeted with qualified approval by educationists.

ILEA's schools sub-committee last week voted to go ahead – although the plan may not go into effect until 1985. Consultations are to take place with teachers, parents, professional bodies and the teaching unions.

Most educationists feel the idea is a step in the right direction. But some believe that the ILEA plan does not go far enough or that it could lead to problems.

The Advisory Centre for Education, which monitors complaints from parents about school secrecy, said: "The fact that a pupil's record card may be open for inspection does not necessarily mean parents will be able to see all the documents held by a school about their child."

Some critics, on the other hand, feel that open records could lead to teachers being more circumspect in what they write, ultimately damaging the pupil's education. "There will be a price to pay," claimed one union spokesman.

The campaign for open school records has gathered force with the emergence of much-publicized allegations of false and misleading records, which parents often know nothing about and are unable to correct.

In one current case, a couple are taking out an injunction against ILEA calling on it to destroy a school report which they say falsely accuses their son of theft. The allegation was never investigated or proved, the parents claim – yet it remained on the boy's confidential file, providing damning information for any future employer.

In another case cited by ACE, a teacher's value judgment of a child at eight as "emotionally disturbed . . . prone to sudden fits of screaming tantrums . . . a real Jeckyl and Hyde personality", was – unknown to her parents – allowed to remain on the file until she was at least 15.

A mother only discovered in conversation with her daughter's headteacher that a school record was wrong. The head thought the parents were divorced – whereas the husband had simply spent some time working abroad. The woman is still fighting to discover if the record contains other mistakes.

ILEA's plan is to open records in all its 163 secondary schools to both parents and pupils, partly to avoid such mistakes, and partly as an educational tool. Ultimately, the authority wants to introduce standardized record-keeping, pupil-profiling and a London "record of achievement" plan.

An ILEA spokesman said: "In principle, the idea is that everything a school records about a child should be available for inspection. We hope there will be regular meetings between parents, teachers and pupils to discuss achievement."

But the spokesman acknowledged that there might be "practical difficulties", especially over documents coming from third parties such as welfare agencies, educational psychologists and the medical profession.

These professional agencies are likely to resist pressure for their reports to be made available to parents. They feel that if their professional confidence is put at risk, they will be forced to gloss over sensitive points.

The problem is that if parents were to see a detailed report suggesting, perhaps, that a child might be a thief or the mother engaged in prostitution –

We hope eventually that virtually nothing the school holds will be unavailable for parents to look at – ILEA spokesman.

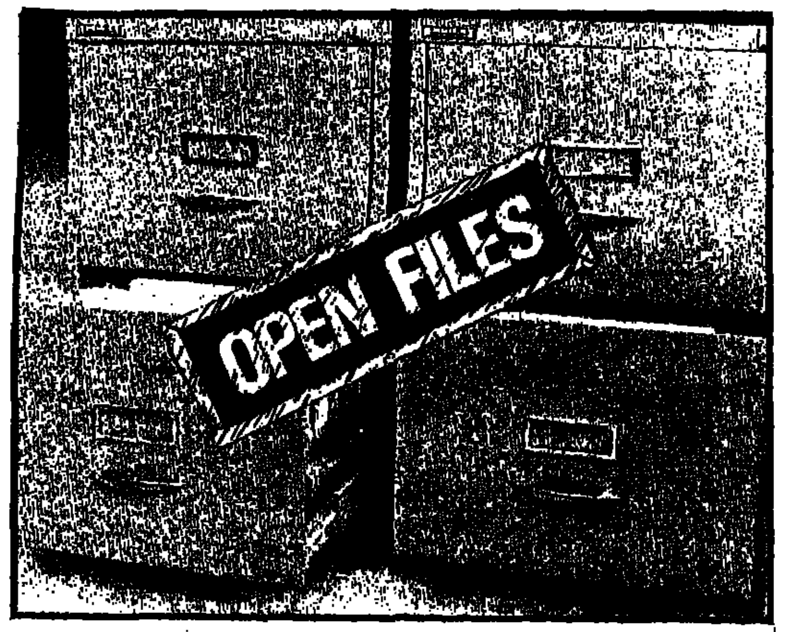
this would not only be offensive, but might also lay the authors open to legal action.

The ILEA spokesman said: "We have still got to consult with these agencies to try to ensure that everything the school holds in future is recorded in such a way that it can be shown to parents.

"We hope that in the end virtually nothing the school holds will be unavailable for parents to look at."

ILEA opened its primary school records to parents in 1976. But it is not the first authority to extend the practice to secondary schools. Brent, Leicestershire and Derbyshire all have their own "open file" policies.

In Leicestershire, most school records were opened up to parents, and to pupils over 16, in 1982 and the



authority says the experiment is working well.

Mr Neil Paterson, assistant director (schools), said open records were a way of "improving communications between home and the school – promoting confidence and trust. The records are being seen in a new light: not as something secret, the school's private property, but as material that supports the school in its educational role. These are factors that are very difficult to measure, but I doubt if there is anyone who wants to reverse the policy."

In Leicestershire not all documents can be seen by parents. Heads still keep back "sensitive" material supplied by outside agencies on a confidential basis. This has led to suggestions of a "two-tier" records system.

Whether or not l.e.a.s have a policy on open or closed record systems, it is still open to individual schools in any area to open their school files to parents. The ACE spokesman said: "We're very keen to present it as an issue that not only parents, but teachers and school governors, can act on. Any school can go it alone on the basis of a decision by its governors, with the approval of headteacher and staff."

One middle school which opened up its records in 1977 was Redbrook School, Rochdale, after a joint decision by governors, headmaster and staff.

The head, Mr James Bleakley, said: "The advantages are overwhelming. Everybody is working for the benefit of the children. There's no suspicion – instead there's warmth and a welcoming atmosphere."

At Redbrook, with 600 pupils in the 10 to 13 age group, progress and tutorial reports are made available to parents, but not pupils. This is coupled with regular meetings between staff and parents, and the records are updated every half term.

"Far from less being written, what we find is that reports are fuller," said Mr Bleakley. "We don't put anything on the cards that parents haven't already been told about."

But in Redbrook – as in Leicestershire schools – confidential reports from outside professional agencies are often filed separately. Mr Bleakley said: "If, for example, a child had got into trouble with the police four or five times, we might feel it necessary to record this. But we wouldn't do so without telling the parents. They would have the opportunity to remove it or add a statement of their own."

Confidential social workers' reports may be held on a separate file. "I ask outside agencies if parents should have the information. And we would never pass it on to the next school."

At St Anne's, a first school in Stanwell, Surrey, records were opened in 1976 as "learning devices" at the instigation of the-then headteacher, Mrs Elsa Davies. "It was absolutely invaluable in promoting trust and mutual respect between all concerned – teachers, parents and pupils," she said. But, again, confidential records were kept in a separate folder.

The opening up of school records has drawn a cautious welcome from the National Association of Head Teachers. "At the end of the day I think we would come down in favour of the Leicestershire solution" said the association's secretary, Mr David Hart. "There's a lot to be said for carefully examining your information, and drawing a distinction between what should and should not be confidential."

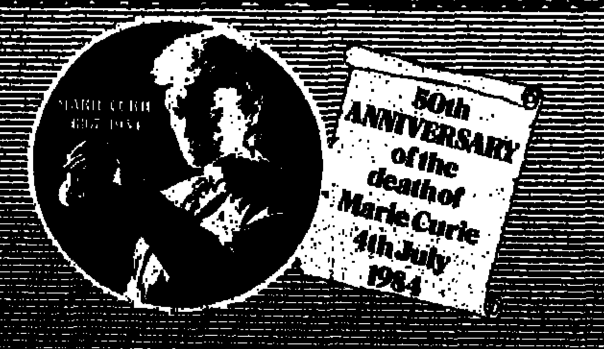
"NAHT policy at the moment is that confidential school records should remain so and should only be released to parents or pupils on the permission of the headteacher."

The National Union of Teachers' Inner London Teachers' Association is in favour of the ILEA scheme. As far as NUT members as a whole are concerned, a spokesman said that the executive was looking at the question and a policy document was expected shortly.

But the National Association of Schoolmasters/Union of Women Teachers believes there will be a price to pay. Mr Nigel de Gruchy, deputy general secretary, said: "We quite welcomed it . . . no trouble at all. But the price to pay will be that the information teachers record will have to be answerable in a court of law. So school records will have to change quite a lot. Less information will be put down. And we'd say, 'don't bother'.

"If teachers allow themselves to rack their brains for hours working out how to put a delicate point down in writing, then let them. But, if teacher's aren't sure, then they won't put anything down."

The Marie Curie Memorial Foundation



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MARIE CURIE MEMORIAL FOUNDATION

Radical hold on the state sector

by Richard Garner

Few true conservatives are left in positions of influence in the maintained sector of education, says a teachers' union leader in a book published this week.

Mr Peter Dawson, general secretary of the Professional Association of Teachers, and a former comprehensive school head, says that progressives and traditionalists alike now accept pupil involvement in policy-making as "quite proper and acceptable, even to the point of their being party to demonstrations and protests".

In support of his claim, he cites an incident in 1979 when children demonstrated outside the offices of the Department of Education and Science against their school's proposed amalgamation with another while the Under Secretary of State for Education, Dr Rhodes Boyson, sat in his office a few floors above them.

"Children marched in the streets below chanting: 'Two, four, six, eight, we will not amalgamate!'," he said. "From whence did these young activists come – and by what genus of teacher and parent were they led?

"What kind of permissiveness brought them to this place, to be prancing with banners when they might more profitably have been at their books? They were in fact from Highbury Grove School, bastion of Black Paper [illegible] had echoed to the feet of Rhodes Boyson as headmaster."

Mr Dawson goes on to say that "it would be idle to pretend that the whole of the teaching profession readily accepts the new situation", adding: "The very notion of what has from time to time been rather extravagantly referred to as pupil power is an anathema to some, and they will never be reconciled to it."

However, he concludes by saying that the future of education "rests less upon the grand sweep of political policy than some imagine", adding: "The good teacher will always be secure, whatever political or administrative battles rage around the school system and it is upon the good teacher that the future of education depends."

He also attacks the growing influence of politicians on the running of schools: "Anyone who thinks local councillors are going to be happy to stop at prohibiting one particular sanction is blind to the obvious. If the cane can be abolished at a stroke, so to speak, what further challenges might be mounted against the entrenched reactionary power of the teaching profession?"

Teachers and Teaching by Peter Dawson is published by Basil Blackwell, price £4.95p (paperback), £12.50p (hardback).

Design awards

The joint winners of this year's *Education* Equipment Design Awards, secondary group, were the Griffin and George Programmable Scientific Instrument, described as "a new concept in science laboratory instrumentation", and the Plawco Construction System by Leisurewire Ltd. The Harris microdot kit for newcomers to the microscope was commended.

In the primary award only five entries were received – according to the award's sponsors a reflection of the depressed nature of the educational equipment industry because of spending cuts. There was no winner but a language overlay kit "The Magnetic Way – into Language" by Martin Ballard and Company was commended.

Music Extra

The bars of music accompanying Margareta Hartfree's article "A Game and a Song" in last week's Music Extra were printed incorrectly. They should have read as follows:

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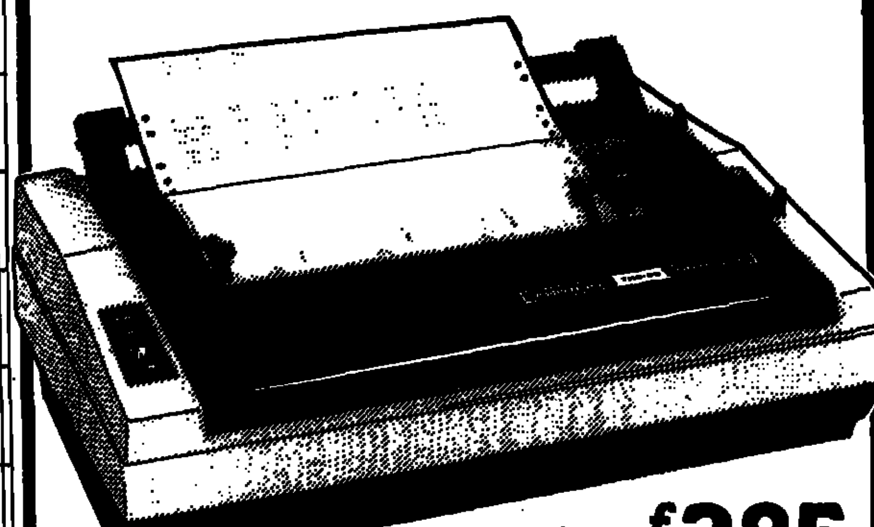

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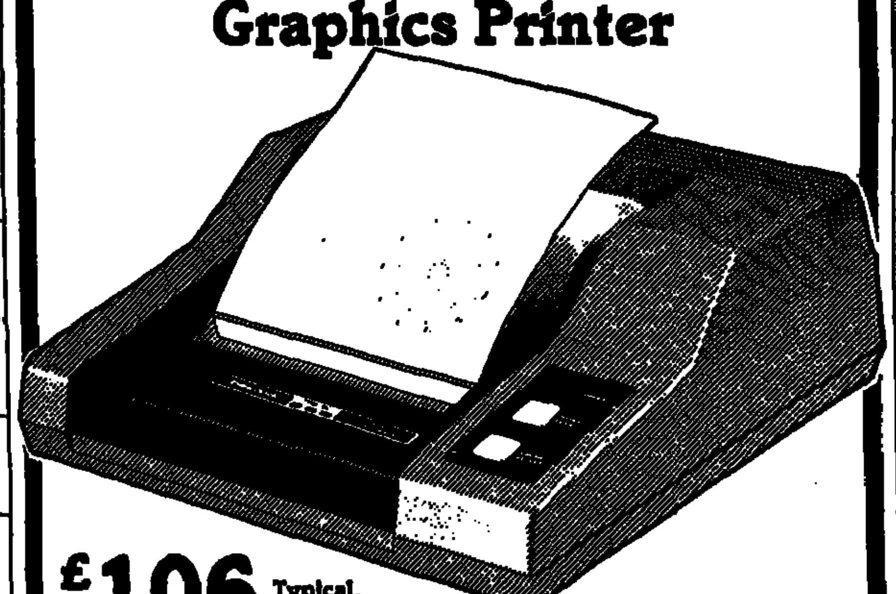

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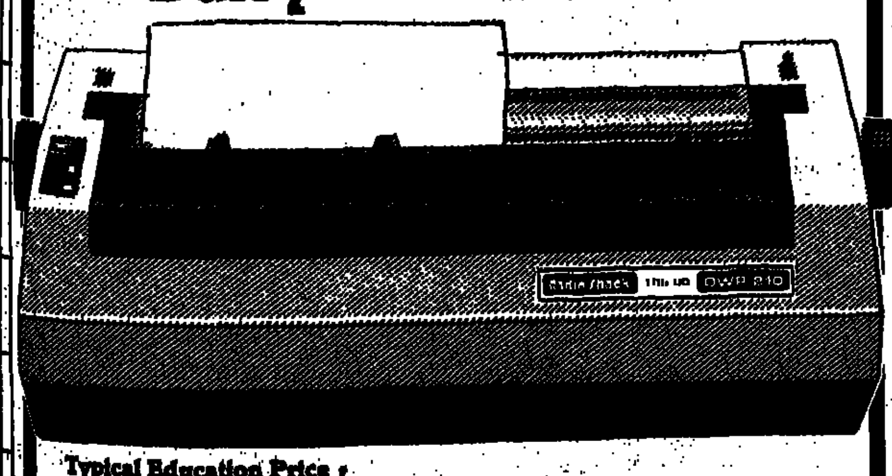

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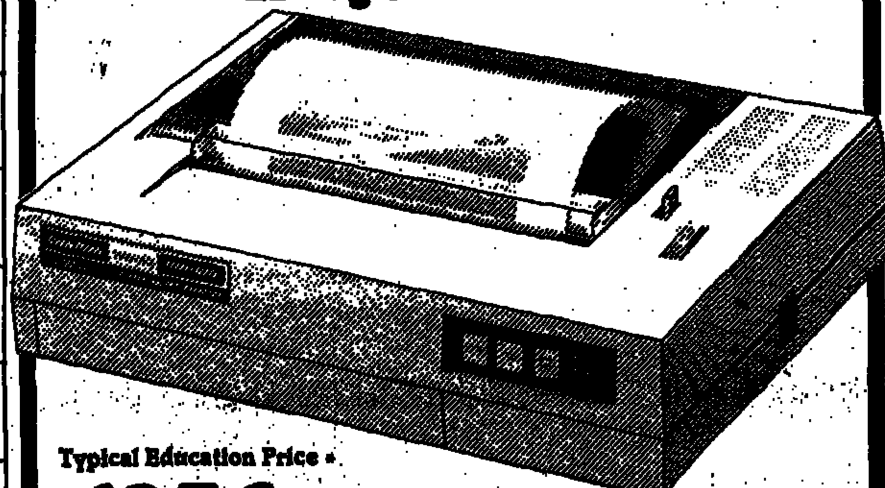

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Hilary Wilce takes part in a Bristol University assertiveness training course that helps women public service workers to throw away the psychological calipers that have traditionally encumbered the "second" sex.

Women of independent miens

"Assertiveness training? You're the last person in the world who needs *that*!"

"Assertiveness training? Does that mean you'll come back throwing your weight around, bossing us all about?"

Twenty women, mostly with jobs in local government, gathered at Bristol University recently for a two-day course in "assertiveness training for women in the public service," and immediately swopped stories of the jibes they had had to take from colleagues for coming on the course.

They were the latest batch of recruits in a programme of short courses that the School for Advanced Urban Studies has been running with great success over the past 18 months to help women in local and central government, and in the health services, to develop their confidence and potential.

Teachers, lecturers, education officers and youth workers would all be eligible for places — and could make good use of them, judging by the poor showing of women in high educational places — but have so far been pipped at the post by the enthusiasm of their colleagues in housing, social services, nursing, and planning.

However, the effect of the training programme is now spreading wider ripples. A number of training officers have road-tested the training for possible adaptation in their own local authorities. If the trend continues, public sector women from Cleveland to Cornwall could find themselves being processed through this latest self-improvement import from across the Atlantic.

The two-day course has a set structure. After a general introduction, participants introduce themselves, their jobs and what they hope to get out of the course — a surprising exercise in all kinds of ways. Rather unprepossessing women turn out to have the highest-powered jobs, while vivacious and articulate women confess to deep crises of confidence and communication.

A common misconception is that assertiveness training is designed to make timid women thrusting and aggressive. In fact a number of participants confessed that their main aim was to shed the shield of an aggressive exterior. "What really frightens me", said one, "is what happens if I drop all that — and there's nothing behind it!"

These concepts were further explored when the group split up to examine the concepts "aggressive", "non-aggressive" and "assertive".

It was decided that aggressive behaviour – abusive, hostile, violent, antagonistic, (and often male) – had much in common with non-assertive behaviour — deferential, evasive, passive, martyred (and often female). Both were defensive, and often manipulative.

Assertive behaviour, on the other hand, was considered reasonable, dignified, independent, confident and understanding — an ideal that, in a rational world, everyone would strive for.

Participants then worked out personal 'contracts' in which they identified specific things they wanted from the course, any blocking mechanism they might use to keep new ideas out, and what they thought they could contribute to the course.

Many of these contracts bore strong similarities. People wanted to express themselves more forcefully, to know how to delegate, and to rid themselves of a fear of authority.

They thought they might shut uncomfortable truths out by laughing away difficult moments, or growing bored and switching off. And they planned to bring to the course experience, sensitivity, humour and honesty.

After a much-needed lunch — self-analysis is surprisingly hard work — it was time for a lesson in the body language of eye contact, stance, voice tone and inflection.

Participants had to tell each other to get out of the way. Unaided by such forbidden niceties as "please" or "Would you mind" this proved a stark exercise, heavily loaded with embarrassed laughter.

Further and more telling lessons on these lines came from video sessions where everyone had to watch themselves both interviewing and being interviewed.

Each session was closely analysed, with the victim squirming under a barrage of friendly, but rigorous comment. A range of subjects came up for discussion, from how to cope with a tense and "swallowed" voice, to the art of dangling so-called "free" information in order to ease a conversation along.

On the second day — to which this reporter was not admitted — these general lessons were to be translated into role play games in which participants acted out situations that gave them particular difficulty.

Some of these had already been raised. A training officer from an outer London borough said she had difficulty handling the kind of remarks on her personal appearance that male colleagues lobbed into meetings. She felt strongly that they undermined her professional credibility.

A housing advice manager from Wales said that criticism, particularly when it came from people she did not respect, could swiftly reduce her to tears. And a community services officer felt it was simply time she stood up for herself, and her points of view.

One of the three trained counsellors running the course, Ms Debbie Clarke, of the National Institute for Careers Education and Counselling, disclosed her own particular problem.

"I think I've got quite a long way in becoming more assertive, but I've had to do a lot of negotiating with the Manpower Services Commission lately, and that's all big committees, with lots of people sitting round tables in great, impressive rooms. The first time I went to one of these I hardly opened my mouth, but when you learn the rules of the game, and how to play it, it's all much less intimidating."

In many ways assertiveness training is simply a revamp of the old how-to-win-friends-and-influence-people formula, with added feminism.

It is about simple devices — think about what you want to say; look people in the eye as you say it — to achieve obvious goals of effective self-presentation.

But simple things are not necessarily self-evident, and while few participants felt the course was causing scales to fall from their eyes, almost all welcomed the chance to think hard about their personal strengths and weaknesses.

Some were obviously sceptical about parts of the course. At one stage, for example, everyone was given a Bill of Rights, and told to intone key clauses at each other, while fellow group members nodded in encouragement.

"I have the right to express my own opinions and values", said one, solemnly. "Yes, yes!" the others replied. "I have the right to decline responsibility for other people's problems." "Indeed, you do!"

But, if doubts were expressed about the direct value of such exercises, most participants felt they would have learned a number of lessons, some formally through the course, and others from sharing experience with women in similar positions, and facing the same kind of problems.

There was disagreement about whether assertiveness training was as suitable for men as for women. Many felt that everyone, no matter what their sex, could benefit from learning basic lessons about communications and self-expression.

Others felt that, while men might benefit, their presence would change the tenor of the course, and that its women-only nature was an essential ingredient.

Women, it was felt, shared certain particular problems. Society prefers its females to know their place, and gives them approval for behaviour which is accommodating and deferential, so it can be particularly difficult for women to assert their needs and opinions, and to act independently of their roles as wives and mothers, daughters and girlfriends.

And if these particular course members were anything to judge by, women are also desperately conscientious and fearful of making mistakes, they find it difficult to delegate, and have an unsettling tendency to burst into tears when criticized.

Ms Jacky Underwood, who runs the course programme, told participants that it was enormously difficult to decide to change behaviour patterns and to do so could leave them open and vulnerable. "There are huge forces working against you. You have to recognize that. And if you decide not to change your behaviour, not to be more assertive then that is your right, too."

Training courses oversubscribed

Women teachers are getting help – and helping themselves – to develop their careers and their confidence in a number of ways.

Training courses for women were started by the National Union of Teachers last year and have proved so popular that all three courses arranged for this year are heavily oversubscribed.

The courses, run at the union's residential centre at Stoke Rochford, Lincolnshire, are meant to help women play a greater role in the union and develop their careers. They are based on assertiveness training, with emphasis on the identification and uses of power, and on communication and decision-making.

Sixty teachers have taken part so far. Of these, two have started local training courses in the Exeter region. Other NUT branches have also arranged courses for women.

Meanwhile, women heads and senior staff in the North West are to get together next month to discuss setting up a support group to further women's professional development.

The meeting is the idea of Mrs Heather Shaw, head of Preston Parklands High School, Preston, who said there was a need both for women to develop their confidence and skills, and to work to change attitudes, particularly at school governor level, where job short-lists were compiled.

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New travel grants 'unfair'

by Biddy Passmore

The Education Ministers' scheme to change the arrangements for students' travel costs has been given a cautious welcome by the National Union of Students, who had feared the Government might try to scrap the allowance altogether.

But the NUS has told the Government the figures it proposes for the new, flat-rate allowances are not nearly high enough and has questioned the statistics on which they are based. And the union says the new system will be extremely unfair to a small group of students with very high travel costs.

Ministers' proposals, which have been sent out for consultation involve [illegible] cumbersome arrangements under which students make individual claims for reimbursement of any travel costs they incur over the £50 notionally allowed in the grant.

That is to be replaced this autumn by a simpler system involving a larger, flat-rate allocation which would be expected to cover all normal travel expenses.

The Government has asked the NUS, local authority associations and vice-chancellors for their views within two weeks on whether that flat rate should be the same for all students (£110) or higher for those living at home, in which case it would be £160 for them and only £100 for those living away from home [illegible].

But the NUS, which prefers a two-tier system, says the figures are too small. Home students need about £200, they say, and others about £140–150. The students base their figures on a Scottish survey which showed the average annual claim was £142.

If the figures were pitched at that level, they argue, only a very small number of students would have to make extra claims.

Whatever is agreed, the changes will affect all students with grants from this autumn. In a letter to the NUS the Department of Education concedes it would be fairer to phase the introduction of the new system but says it would be too complicated.

Schools football goes into the attack

Allen Wade on why members of the English Schools Football Association have been putting the boot into Bobby Robson's plans to set up élite coaching centres for gifted schoolboys

One of the ways in which Bobby Robson, the England manager, hopes to revitalize the national game is by setting up a school for 30 to 40 of the country's most skilful under-14 footballers.

In addition, the Football Association and the Football League are proposing to establish an unspecified number of regional centres of excellence for boys of 11 and over. At these centres the boys could receive week-in week-out round-the-year attention from the best coaches in the country.

Jolly good idea you may say? You might not have thought so if you had been a fly on the wall at the English Schools Football Association's special general meeting at Dudley last Saturday.

The meeting was called ostensibly to test the temperature of the membership about proposals to affiliate with the Football Association – a move which is being demanded by FIFA. The thermometer barely stood up to the task.

ESFA militants are opposed to any sort of marriage with the FA or anyone else and most of those attending were militant. They believe that serious deterioration in relations between the FA and the ESFA during the last few years have arisen out of what they see as the FA's intention to take over schools international football.

Questions involving affiliation, a national football school, and centres of excellence are seen as integral parts in a sinister plot to emasculate the ESFA.

"Serious situation" and "big battle ahead", were some of the more reportable reactions to an eloquent presentation by Jim Robinson, senior ESFA councillor and schools, representative at Lancaster Gate, who argued that affiliation was inevitable.

The meeting remained unmoved as Mr Robinson spelled out the consequences of failure to comply with the FIFA demand. Loss of all international fixtures, loss of revenue from ESFA's massively-supported Wembley matches, unavailability of club grounds for ESFA games at district, county or national levels, and the loss of thousands of pounds reinvested annually by the ESFA into school sport.

Members and council were united in their opposition to the high-handed manner in which, without consultation, the FA had set up the national football school at Lilleshall, in Shropshire, and the centres of excellence.

The latter are clearly regarded as league club hatcheries – poorly camouflaged attempts to enable the clubs to get their hands on talented children at earlier and earlier ages. The former was dismissed as a tragically expensive and misconceived idea which would in all probability fail.

Members were confident that much more effective ways of using the £1½m set aside for producing highly skilful players could have been found by joint consultation with the ESFA. Reports of meetings held between the FA and ESFA had indicated the FA's determination to make Lilleshall a fountainhead for England under-15 national teams despite the likelihood that the best schoolboys were unlikely to attend.

The FA was reported to have conceded complete autonomy to ESFA together with absolute authority over the England under-15 team selection training and match programmes – subject of course to ESFA affiliation.

But representatives of the association in the north-western hinterlands of the schoolboy game were not to be easily placated. They complained of the cavalier fashion in which the FA had treated what everyone had supposed to be an ESFA/FA partnership arrangement for running the under-16 national team.

This group, led by representatives of the Manchester and Kirkby associations, suggested that the FA's actions and attitudes had done little to promote a feeling of trust between the two bodies.

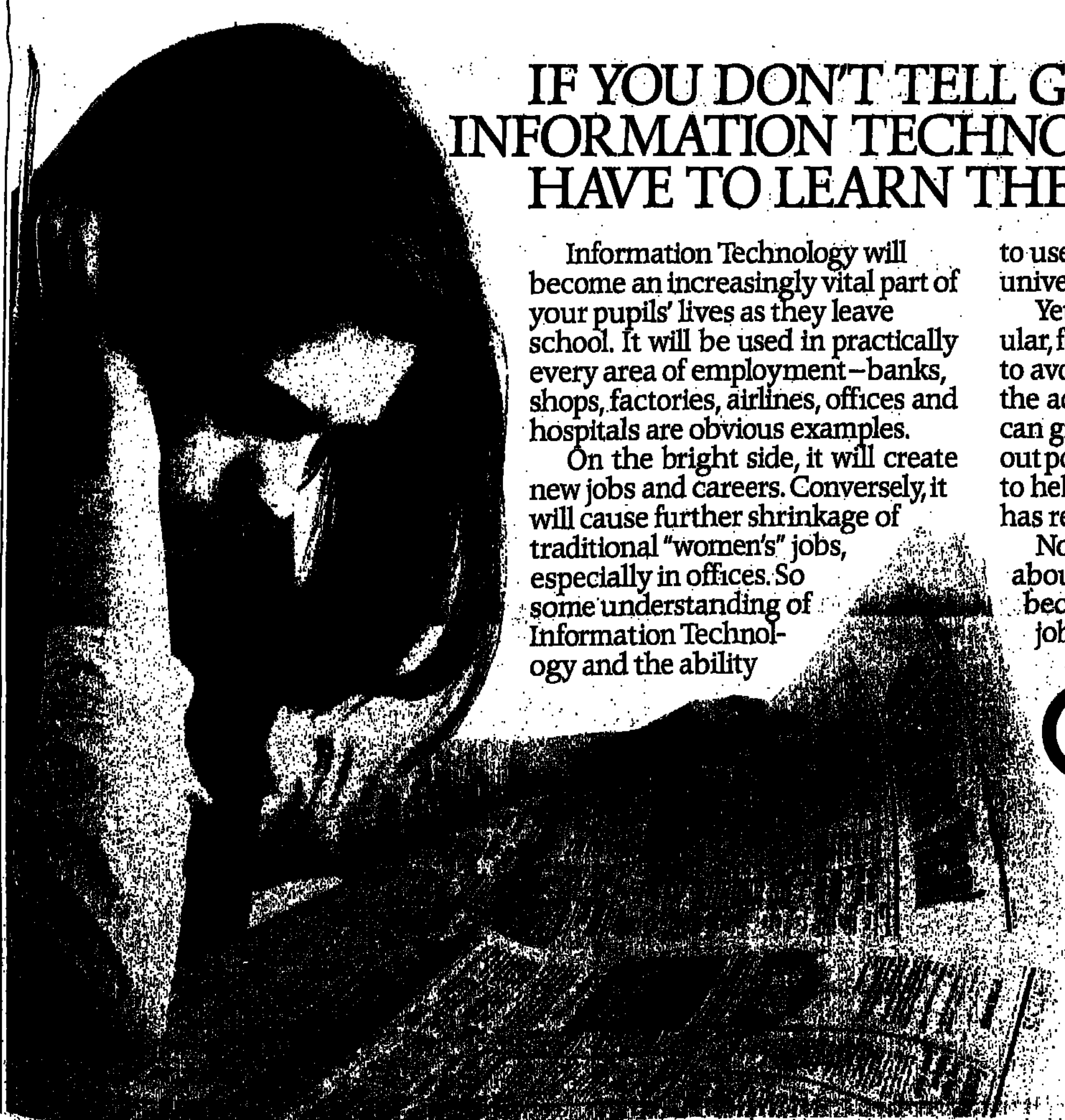
The meeting was prepared to support any proposals which were unequivocally aimed at enhancing the moral, social and physical welfare of young footballers. But the members were not interested in the exploitation of children, however talented, for the benefit of football.

An interesting, if unworthy, thought occurs. League club managers seem unhappy about the manner in which boys may be taken out of their hands to attend the Lilleshall football school for two years and some have said they will not allow their associated schoolboys to attend. The ESFA clearly considers the Lilleshall school to be a bad idea on educational grounds and likely to prove a very expensive mistake from the football viewpoint.

Both the ESFA members and the club managers are less than wholly enthusiastic about the staffing, location and licensing of centres of excellence. All this suggests that perhaps the ESFA should seek direct discussions about centres of excellence with all the clubs anxious to take part in the excellence scheme.

Why, for example, shouldn't each district schools' football association become a centre of excellence and utilize such expertise as may be available for the development of individual skill, technique and fitness? Such centres would in no way conflict with the ESFA rule that team affairs must be under the control of practising school teachers.

Allen Wade is the former director of coaching at the Football Association.



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NEWS

Staffing and pay rises must be kept under control to meet cost of better facilities, says the public spending White Paper. Biddy Passmore reports

Unions fume at being asked to pay for education improvements

Teacher unions have attacked the Government for asking them to tighten their belts to pay for improvements in the education service.

The latest public expenditure White Paper, published last Thursday, makes it clear that planned improvements in spending on books and equipment, support staff and repairs and maintenance over the next three years can only take place if the number of teachers and their pay rises are kept under strict control.

Teacher numbers are assumed to fall by between 18,000 and 22,000 over the next three years and only 3 per cent has been allowed for pay rises next year.

But Mr Doug McAvoy, acting general secretary of the National Union of Teachers, said: "Teachers won't thank the Government for expecting them to put their hands in their pockets to pay for what's now left of the education service."

Parents would know where the blame lay for larger classes, fewer books and poorer facilities, he said.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said the Government was "looking for a miracle on a shoestring".

One miracle the White Paper seems to be expecting local authorities to achieve is a cut of 38 per cent – from £414m to £257m – in their spending on school meals. But ministers do not seriously expect them to meet that target. A similar cut was planned last year and never happened.

This "staggering gap" between hope and reality was denounced by Mr Gordon Cunningham, education officer of the Association of County Councils. "The unrealism on meals washes over the rest of the service," he said. "Because we're bound to spend more on meals, other things will suffer."

The education service as a whole is certain once again to overshoot planned spending by a considerable margin next year. The Government has already gone some way towards admitting this by setting aside an extra sum of £660m for local authority spending in 1984–85. This is not allocated to services but about half could find its way into education.

On paper, however, not only school meals but also adult education and the youth service face large cuts next year. Spending on adult education is planned to fall from £91m to £73m, a drop of one-fifth, before rising again to £80m, while the youth service budget is set to drop by an eighth, from £105m to £92m, before levelling out at £100m in the two subsequent years.

A cut is also planned for the rest of non-advanced further education although the Government expects the number of 16 to 19-year-olds on full-time and sandwich courses to remain high up to 1986–87, having risen by 30 per cent between 1980–81 abd 1982–83. (The White Paper does not show the projected switch of funds from the education service to the Manpower Services Commission.)

The Government now plans to set aside up to £4.5m next year for specific grants to support in-service training for further education lecturers – £1.5m more than announced last November.

For school teachers, up to £11m will be earmarked for in-service training both next year and in the two subsequent years.

Nursery education has been given a slight boost since the last spending White Paper. Where the previous plans assumed that the participation rate would fall from about 40 to 36 per cent by 1985–86, it is now expected to stay at about the same level for the next three years and spending plans have been increased accordingly.

Student numbers are also higher than in previous plans, with the total now set to climb from 444,000 in the current year to 449,000 next and then to fall back to 443,000 in 1986–87.

These figures, which would produce an improvement from 13.8 per cent to 14.2 per cent in the proportion of 18-year-olds entering higher education, are based on the lower of two DES projections and may be increased further before Easter.

But universities, polytechnics and colleges will be expected to cope with rising numbers for less money – or, as the White Paper puts it, "the cash provision requires improved efficiency".

Direct grant colleges will lose about 4 per cent of their money over the three-year period, and the plans for local authority higher education assume a significant worsening in staffing ratios and "some" compulsory redundancies (expected to be about 500).

Spending on science will stay at roughly the same level up to 1986–87.

Mr Giles Radice, Labour education spokesman, commented that the figures quite clearly revealed a 6.9 per cent spending cut for next year. He said he was also doubtful whether the Government would be able to maintain the spending per pupil because the school population was going to fall by 2 per cent while spending was set to decline by 6.9 per cent between 83-84 and 84/85. He also noted that the ratio between defence and education spending had widened.

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EDUCATION SPENDING PLANS UP TO 1987

Education spending in cash (£m)

	1978–79	1979–80	1980–81	1981–82	1982–83	1983–84 estimated	1984–85 plans	1985–86 plans	1986–87 plans
Total education									
Capital	442	516	629	526	529	516	448	460	480
Current	7,017	8,084	9,876	10,864	11,671	12,323	12,054	12,410	12,680
Total	7,458	8,602	10,504	11,390	12,200	12,839	12,502	12,880	13,160
Total education and science	7,754	8,942	10,898	11,841	12,682	13,356	13,052	13,450	13,760

Education spending in cost terms (base year 1982–83) £m

	1978–79	1979–80	1980–81	1981–82	1982–83	1983–84	1984–85
Total education and science	12,602	12,438	12,769	12,627	12,682	12,720	11,839

Schools: pupil teacher numbers (England)

Thousands (except as indicated)

Academic year	Actual 1978–79	Actual 1979–80	Actual 1980–81	Actual 1981–82	Provisional 1982–83	Projected 1983–84	Projected 1984–85	Projected 1985–86	Projected 1986–87
Total school population (including special schools)	8,562	8,397	8,185	7,973	7,751	7,560	7,399	7,258	7,132
Pupil numbers:									
Underfives	429	429	428	437	458	477	476	468	467
All other primary	4,138	3,980	3,797	3,619	3,435	3,316	3,274	3,279	3,296
Secondary under school leaving age.	3,589	3,573	3,530	3,457	3,395	3,308	3,197	3,064	2,931
Over school leaving age	283	293	310	341	346	343	338	335	329
Total (excluding special schools)	8,439	8,275	8,065	7,854	7,634	7,444	7,285	7,148	7,022
School participation rates (per cent)									
Under fives	37.3	39.0	40.2	40.4	40.2	39.9	40.0	40.2	40.2
Over school leaving age	19.2	19.4	20.1	21.9	22.0	22.3	22.5	22.7	22.8
Teachers: numbers employed (full-time equivalent)	441	438	429	420	415	408	396–400	390–395	385–390
Pupil/teacher ratios overall	18.9	18.7	18.6	18.5	18.1	18.0	17.9–18.1	17.8–18.0	17.7–17.9
Special schools									
Pupils	123	122	120	119	117	116	114	112	110
Teachers	17	18	17	18	18	17	17	17	16

Higher and further education: student numbers

Thousands

Higher education — Home students (full-time and sandwich)

	Actual 1981–82	Actual 1982–83	Provisional 1983–84	Projected 1984–85	Projected 1985–86	Projected 1986–87
Undergraduates in universities (GB) and advanced course students elsewhere (England)	415	431	444	449	449	443
of which:						
Admissions	143	147	150	149	148	144
Postgraduates	41	38	38	40	41	40
Age participation rate GB (%)	13.2	13.4	13.8	14.3	14.3	14.1
Part-time students in higher education Universities (GB), the Open University and advanced course students elsewhere (England)	270	274	274	274	274	274

Non-advanced further education — Home students (full-time equivalent)

	Actual 1981–82	Actual 1982–83	Provisional 1983–84	Projected 1984–85	Projected 1985–86	Projected 1986–87
Projected numbers (England)	507	532	580	579	574	568
of which 16 to 19-year-olds on full-time and sandwich courses	259	291	301	296	287	279

Source: "The Government's Expenditure Plans 1984–85 to 1986–87", Cmnd 9143, Her Majesty's Stationery Office, £16.60 net.

ILEA budget attacked over language provision

by Hilary Wilce

The Inner London Education Authority has been attacked over provision for additional teachers of English as a secondary language.

Although the ILEA admits that it is short of more than 200 teachers in its primary schools alone, only 50 extra teachers are provided for in next year's budget, at a cost of £291,000.

Yet this figure is "dishonest", according to Mr Chris Adamson, of the Camden Committee for Community Relations; since the ILEA can claim three-quarters of this money back from the Home Office under a grant provision for areas with high immigrant populations. He estimates that the true cost to the authority will be more like £80,000.

In a letter to Mrs Frances Morrell, leader of the ILEA, Mr Adamson asks that this source of funding be acknowledged, and that the £291,000 be used – with Home Office funding – to recruit nearly 200 teachers.

A spokesman for the authority said that the assumed grant from the Home Office for the additional 50 posts was shown elsewhere in the budget estimates, but Mr Adamson maintained his claim of dishonest accounting. "That Home Office money will go into general funds," he said. "It could be used for anything."

The ILEA acknowledges the need for more teachers of English as a second language, but says 50 posts is all it can afford in the coming year.

But heads from some of the schools most affected by a lack of provision in this area are to meet Mr William Stubbs, the Education Officer, to press their case.

The Camden and Westminster areas of the city have urgent and growing problems with children with title or no English, mainly as a result of a highly mobile Bengali population, attracted to the area because of jobs and favourable housing policies.

Last Autumn, the area had 55 children who had been unable to find places in schools. Some schools had vacancies, but were turning away children because, they claimed, they did not have the resources to meet the children's language needs.

However, at a meeting before Christmas, four secondary heads in the area were instructed to take in children.

Mr Michael Marland, head of North Westminster School, which took in more than 30 children on the list, said he had been refusing to take children and had the backing of his governors in this.

Ms Pam Turner, head of Sir William Collins School, said she had had to take on six children. Heads had been "extremely angry" at being told to take on children with language problems, without any guarantee of additional resources, she said.

"If the authority is really committed to anti-racism and multi-cultural education then it should be thinking carefully about how it can help teachers do this. I feel the whole emphasis in appointing staff is wrong. They are appointing advisory teachers, but they are not dealing with the language difficulties."

Fifty per cent of advisory teachers in this area should be replaced by teachers of English as a second language, she said.

Education and social services staff from this part of London are to confer on how to identify and deal with problems in this field.

The need for provision in this area in London is shooting up. In primary schools the proportion has risen from 6.2 per cent in 1978 to 13.5 per cent in 1983.

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NEWS

IN BRIEF

EEC funds development

A hefty injection of European funds will give new impetus to development education in Britain.

The European Economic Community has agreed to give more than £22,000 to a two-year development education programme for 8 to 13-year-olds in Hampshire. Additional funding from the local education authority and the United Kingdom Committee for the United Nations Children's Fund will mean that almost £45,500 will be spent on the programme overall.

The project, based at the World Centre in Winchester, will design a development-orientated curriculum intended to foster interest in global issues among younger children.

Tertiary plan turned down

A scheme to set up a tertiary college in Weston-super-Mare has been turned down by Sir Keith Joseph, the Education Secretary.

The reorganization scheme planned to set up a tertiary college for 1500 pupils based on the Weston-super-Mare Technical College and Broadoak School, an 11 to 18 comprehensive.

But Sir Keith said in a letter to Mr Geoffrey Crump, Avon's chief education officer this week, that he was not convinced that the scheme offered substantial additional benefits to the present arrangements in the town, or that the advantages of a new scheme would outweigh the disruption to Broadoak's sixth-form, or to the further education facilities in the town.

First degrees awarded

The first BA degrees for students of the University of Buckingham were awarded last Saturday, the first graduation ceremony since the granting of Buckingham's Royal Charter a year ago. Graduating students were formerly awarded a Licence.

Lord Hailsham, the chancellor, presented degrees to 167 students from 25 countries, 108 in law. Only three gained first class honours, two in accounting and financial management and one in biology and society.

Buckingham's four-term, two-year degree is proving popular, the university says. There were nearly 10 applications for every available place in the new academic year which began in January.

Cash crisis for STOPP

The anti-caning pressure group, STOPP, says it is in a "desperate" financial crisis. Mr Tom Scott, education secretary of the Society of Teachers Opposed to Physical Punishment said: "We need something like £20,000 a year to keep up our campaigning but at present we have only about £5,000.

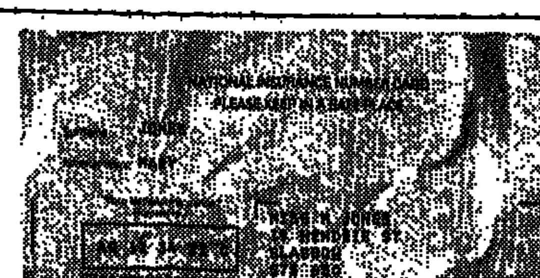
"At the present rate within two or three months we will not have enough money to keep going in our present form and we will have to revert to being an entirely voluntary organization."

Protest at staff shortage

Northumberland high school governors have asked for a meeting with Sir Keith Joseph to protest about education cuts in the county.

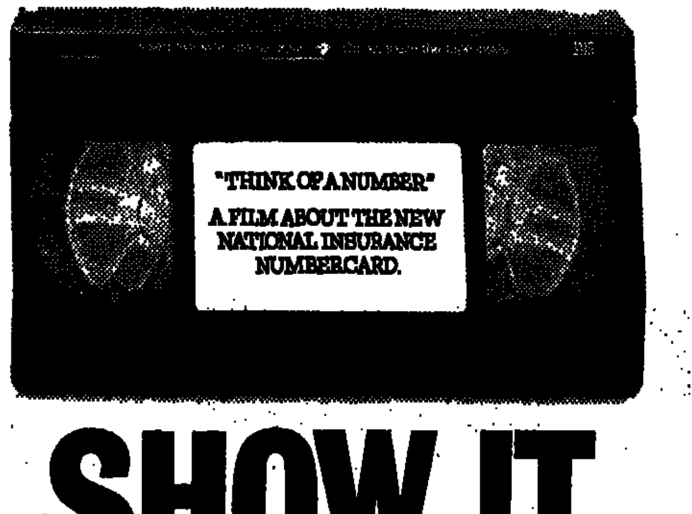
In a letter to the Education Secretary, the governors state that cuts in school maintenance have resulted in a ban on interior decoration and affected the morale of the school community.

In addition, they say that even a standstill budget for the county this year would leave schools some 65 to 70 teachers short of their curricular requirements.



FORGET IT?

REMEMBER IT.



SHOW IT.

In January this year DHSS started to issue a new-style National Insurance Numbercard to everyone nearing school-leaving age.

"Think of a number" is a new video film explaining, in a clear and amusing way, why the card and the number are important. Intended primarily for showing to classes of 15-16 year-olds, it has a running time of 8½ minutes and comes with presenter's notes for class teachers or careers advisers.

One VHS or Betamax format videocassette is available free to every secondary school in the UK. If your school has not already ordered one, simply fill in the coupon opposite.

U-matic, V2000 and 16mm film formats (as well as VHS and Betamax) are also available on short-term loan to all potential users. Use the coupon to get further details.

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MARCH	APRIL	MAY	JUNE
2 Computers in Education	6 History	4 English	1 Art & Craft
9 Primary Books	13 Geography	11 Mathematics	8 Children's Books II
16 Winter Sports	20 Resources for Learning	18 Reference Books	15 Home Economics
23 Science	27 Health Education	25 Computers in Education	22 English as a Foreign Language
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NEWS

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NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Beryl Paterson (above, left) is the new head of Kintore Way Nursery School, South London.
Miss Gay Eggington (above, right) to be head of Laurel Bank School, Glasgow.
Mr John Chater to be head of Haywood Comprehensive School, Nottingham.
Mr Alan Walker to be head of Archbishop Holgate's Upper School, York.
Dr Michael Frost to be principal of the proposed York Sixth Form College, which is to open in 1985.

ADMINISTRATIVE APPOINTMENTS
Mr Richard Bunker to be director of education, West Sussex, on the retirement of Mr Roy Potter.
Mr Raja Gomez has been appointed director of the Commonwealth Youth Programme in the Secretariat's Human Resources Development Group.
Mr John Bedoe, head of Walter D'Ayncourt Primary School, Nottinghamshire, is the new president of the English Schools Swimming Association.

FELLOWSHIPS
Sir Frederick Dainton and Mr Merlyn Rees have been awarded honorary fellowships of Goldsmiths' College, University of London.

CONFERENCES...

February 29
Freedom of Information Policies for Information Age Professions in 1984: a one-day conference on the political, economic, technological and professional aspects of information policy, organized by the Association of Assistant Librarians at Birmingham and Midland Institute Conference Centre. Inquiries to Peter Keelan, The Library, UWIST, PO Box 94, Cardiff.

March 3
National Council of Women one-day conference on *Peace Education in Schools* at the YWCA, Great Russell Street, London WC1, from 10.30am. Speakers: Sir Keith Joseph, Dr David Hicks, Ms Stefanie Duczek and Mr John Slater. For details phone Oxford 249235. Entry by programme £2.

March 30–April 2
An Easter conference on the life and work of Malcolm Lowry at Goldsmiths' College, University of London. Speakers include Professor Muriel Bradbrook, Sir Stephen Spender and Melvyn Bragg. Details from the Central Secretariat, Goldsmiths' College, New Cross, London SE14 6NW.

April 9–13
Alternatives for daily living for people with a severe disability: an international seminar organized by the International Cerebral Palsy Society and the EEC's Bureau for Action in Favour of Disabled People at Sidney Sussex College, Cambridge, to look at practical examples of community-based projects for all types of disability. Inclusive cost £140. Details from Mrs Anita Loring, ICPS, 5 Netherall Gardens, London NW3 5RN.

April 13–15
The Micros and Primary Education (MAPE) conference at Newman College, Birmingham. Speakers include Mike Thorn, John Coll, Johnny Ball, Anita Straker and Dave Jackson. Fee £34 non-residential, £41 residential (£5 reduction for MAPE members). Details from Miss Senga Whiteman, Newman College, Genners Lane, Bartley Green, Birmingham B32 2NT.

April 15–18
A study conference for governors in further and higher education will be held at The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG. Details from the registrar.

July 29–August 3
King Alfred's College, Winchester, in collaboration with the University of Calgary, is cosponsoring a summer workshop on the habilitation of developmentally handicapped young people and adults. Details from Dr Robin Jackson, King Alfred's College, Winchester SO23 4NR.

EVENTS...

February 29
Professor Bernard Crick will give the 1984 Haverstock Lecture on Politics and the Ideals of Education at 8pm at Haverstock School, Chalk Farm, London NW1 8AS. Applications for tickets, which are free, should be addressed to the general office at the school. Tel: 01-267 0975.

March 2–3
An Educational Software Fair at Dauntsey's School, West Lavington, Wiltshire for primary, secondary and special school teachers. Details from Mr Peter Harris, head of computing, Dauntsey's School.

March 3
Women and the Family – a day school with talks, film bookstall, etc. for men and women at the College of Ripon and York St John, York. Details from Trish Newton, The College, Lord Mayor's Walk, York YO3 7EX.

March 6, 7, 8, 13
Professor David Phillips will give the Preparatory Schools Lecture on "Sound Science" at 3pm at the Royal Institution. Inquiries to Mr John Hewitt, Wallop School, Hanger Hill, Weybridge, Surrey.

INFORMATION WANTED...

A teacher examining the application of business methods to school organization and management would like to hear from anyone with practical experience of such schemes. Please write to Mr Nicholas Bennett, senior master, Christchurch Secondary School for Girls, Maggie Hall Road, Chatham, Kent ME4 5XL.

The National Children's Bureau has launched a three-year development project funded by the DHSS and the Scottish Office to investigate the involvement of parents of young children in the planning and provision of services for families with children under five. If you know about or are a member of a scheme or service which is attempting to provide a service in partnership with parents, the project officers, Gillian Pugh or Eric De'Ath, NCB, 8 Wakley Street, London EC1, would like to hear from you.

RECENT PUBLICATIONS...

Primary Science Skills is a special insert with the spring edition of *Teaching Science*, the journal of the School Natural Science Society. It deals with the scientific skills and attitudes that can be fostered among 7 to 11-year-olds, and is available from the Association for Science Education (Publications Department), College Lane, Hatfield, Herts.

Creative History from East Anglian Sources is a new series of booklets by the Centre for East Anglian Studies and the Norfolk and Norwich branch of the Historical Association. It aims to offer first-hand impressions of the past by presenting substantial documentation of relatively narrow topics. The first two titles are *Wymondham Inventories 1590-1641*, and *A Case of Piracy in the Sixteenth Century*. They are available from the Centre for East Anglian Studies, University of East Anglia, Earlham Hall, Norwich NR4 7TJ. Price £1.75 each including postage.

Compiled by Mary Cruickshank

Mary Kelly on the annual conference in Downpatrick of the NAS/UWT's Northern Ireland branch

Minister defends redundancies

Mr Nicholas Scott, Northern Ireland Education Minister, has defended recent redundancies among teachers, claiming that any improvement in pupil/teacher ratios would have a "drastic impact" on the rest of the education budget.

Mr Scott warned the conference that money for a substantial increase in teaching posts was unlikely to be available.

Two women delegates walked out in protest as Mr Scott claimed the current pupil/teacher ratios were at their highest level with the number of pupils per teacher down from 19.0 in 1980 to 18.7 in 1983.

He said school authorities and parents should be working towards a carefully planned rationalization of school provision to avoid adversely affecting the education of pupils.

Defending the recent decision to reduce teaching staff in Belfast secondary intermediate schools by 98, Mr Scott said, "The facts of life are that pupil numbers are dropping and dropping quite dramatically in the Belfast secondary school sector – 850 between 1981 and '82, 1,200 between 1982 and '83 and very likely even more than 1,200 between 1983 and '84."

He also defended his department against criticism for its failure to finance a redeployment scheme at a time of radical reorganization of schools in the Province, claiming that officials had prepared a draft procedure but agreement on it had not been reached between teachers' unions and employers.

But his comments were angrily rejected by executive member Mr Eamonn O'Kane, who said it was totally false to say the scheme had been held up because unions and employers had failed to agree: "There was agreement, but the Department of Education said they could not provide the money necessary to finance the scheme."

Mr O'Kane also challenged the Minister's assertion that rationalization was being conducted on educational and not financial considerations.

"There are schools being closed in Belfast and the teachers who are being made redundant could be taken on in schools in other parts of the country if we had a properly financed redeployment scheme."

Outgoing president of the union, Mr Marcus Duignan, said the department had behaved with duplicity in denying teachers a properly funded redeployment scheme during a major rationalization programme.

Referring to the department's moves to amalgamate schools, streamline external examinations and remove controls on school intakes, Mr Duignan said they had played a "confidence trick" on teachers.

"They pretend to agree to something but at the last minute plead inability to pay, knowing there is no consumer legislation in industrial bargaining."

He said a shopkeeper who attempted such "chicanery" would be accused of fraud.

Nicholas Scott

Block on community school cash 'a scandal'

The union's national president described as "scandalous" the refusal by the Government to provide extra finance to allow secondary schools in Northern Ireland to develop into community schools.

In his address to the conference, Mr Gerry Lee said there were hundreds of community schools operating throughout England and Wales, providing an excellent service for the communities in which they were placed.

"It is economic madness not to maximize the use of our secondary schools", he said. "There is an urgent need throughout the country for more community centres. If we refuse to open the doors of secondary schools after 4 o'clock, the alternative is to pour millions of pounds into the building of separate community centres. What have these got that you don't already have in your neighbourhood secondary school?

"Parents will use the local school because it is convenient and because they know the teachers. It is also an eminently reasonable way of making use of surplus accommodation in schools."

Mr Lee said he was at a loss to understand why Mr Nicholas Scott, the Education Minister, was so reluctant to bring Northern Ireland into line with the rest of the United Kingdom.

Union pledges action over 1-year contracts

Urgent union action is to be taken against the growing practice of appointing teachers on one-year contracts.

Mr Bob Margrain, vice president, told the annual conference that more than 300 teachers in Northern Ireland were on one year contracts, many of whom could have been given permanent positions.

He said the number of newly-qualified teachers finding permanent posts had fallen from 613 to 257 over the past four years.

Mr Margrain said the trend towards giving temporary contracts had developed partly because it provided curriculum flexibility and avoided redundancies among permanent teachers.

But he said the practice was "anti-trade union" because the protective agreements negotiated by unions were threatened by the increasing number of temporary teachers who weren't entitled to the same rights as their full-time colleagues.

He added that the temporary contracts amounted to "unofficial assessment" which made young teachers anxious to impress their employers in order to have their contracts renewed.

Mr Tom McKee, the union's regional officer, said there were many cases of temporary contracts being given out in schools where there was a permanent vacancy.

SCHOOL TO WORK

Minister blocks MSC-funded television series

Plans for a major extension of educational broadcasting to be funded by the Manpower Services Commission have been scotched by the unexpected intervention of Mr Peter Morrison, employment minister. He has told the Commission it may only spend money on programmes to improve the image of Government schemes such as the Youth Training Scheme.

For two years the Commission has been working on plans to use television outside the normal broadcasting hours to provide instruction and information to trainers, including teachers. Its officials saw this as a cheap and effective way of getting regular in-service training to the huge number of people involved in new mass training programmes such as the YTS and the Open Tech. And in 1982 Mr Norman Tebbit, then Employment Secretary, agreed that the MSC should be prepared to pay the cost of making such programmes.

Edited by Mark Jackson

The Commission's ideas found a ready ear at Channel 4, whose chief, Mr Jeremy Isaacs, has from the start wanted the channel to break new ground in educational broadcasting, and regards school leavers and young adults as groups whom broadcasting should serve more effectively.

The MSC set up a special team, the Broadcasting Resources Unit under Ms Jean Sargeant, whom they brought across from the Independent Broadcasting Authority where she was education officer, to develop a broadcasting policy and plan.

Late last year, after months of negotiation over the delicate issues involved in the editorial control of the programmes it was agreed that Channel 4 should commission a pilot series of six programmes to be paid for by the MSC.

Bids were invited early this year from production organizations for the £250,000 series, which was to be aimed at people involved in YTS schemes – instructors, teachers, and personnel staff and supervisors in industry and local authority projects.

Hopes that the big television companies would put forward proposals were unrealized – because, Channel 4's staff believed, the MSC had not allowed them to give the companies enough time.

But by last week Ms Naomi Sargant, Channel 4's education commissioning editor, and the MSC's Jean Sargeant had agreed to offer the series to one of the six independent production companies which were in the running.

Then last Friday, just as a letter was about to go out to the chosen company, Ms Sargeant rang to say that the MSC had decided that it was not going to use television after all.

Mr Morrison had heard at the last minute what was planned and told the Commission to drop it. He told senior Commission officials that he could not justify allowing the MSC to spend money on any kind of educational broadcasting.

MSC headquarters were unwilling this week to admit that their decision had been a direct result of Mr Morrison's orders. They insisted that it was simply that the Commission's officials had come to the conclusion, late in the day admittedly, that the money would be better spent on other ways of training trainers. Under pressure they agreed that "we were aware that the Minister had views on the matter".

A Channel 4 spokesman said that they regretted the MSC's decision to cancel the pilot after so many months of intensive and detailed negotiations. "It is clear that the reasons for the decision had nothing to do with Channel 4. We were very interested in the pilot, which represented an extension of the role of educational broadcasting, and which we hoped would pave the way to programmes serving a very wide group of people.

"We're not quite sure how the decision affects the longer term prospects, but they do not seem very hopeful."

But contracts have already been signed for the MSC to part-fund programmes on the BBC, Thames, Scottish Television and Yorkshire TV. They total around £100,000.

Mr David Young, the MSC's chairman, had, it is understood, discussed with his brother Stuart, chairman of the BBC, how it might develop further programmes. But practical cooperation between the two organizations is likely to depend on whether the MSC thinks it worthwhile keeping its broadcasting unit in existence following Mr Morrison's order.

YTS drop-out rate higher than stated

Nearly one in six of the youngsters who last year joined the Youth Training Scheme had left by the end of the year. This means that the scheme has failed to reach its target by a bigger margin than the official figures have revealed.

Last week, Mr Peter Morrison, the Employment Minister of State, said in a parliamentary answer that about 48,000 trainees had left their training programmes by the end of December, when there were 257,000 in the scheme. He said that some would have switched to other YTS programmes and some found jobs.

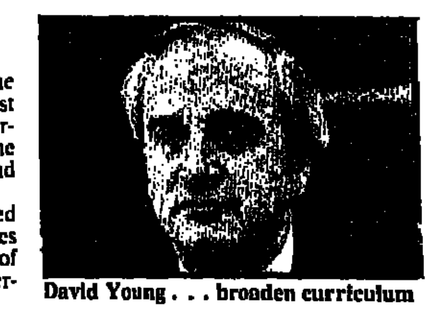
Some youngsters had left the scheme by the end of October – by which time a number of schemes authorized ahead of the official Septemeber opening date had been operating for several months. But the rate of loss shot up by the end of November, although only around 20,000 more had joined the scheme during the month, the outflow had tripled to 40,000.

The Youth Training Board, which received a report on the figures at its meeting last week, is still angry at the Government's rejection of its attempts to keep the existing balance of Mode B1 provision in the scheme.

Mr Davis Young, Commission chairman, has agreed that its director Mr Geoffrey Holland, should prepare a full report setting out the board's role and powers. Some members are talking about calling for the board to disband itself if the report does not make it clear that they have rights which cannot be overridden at ministerial whim.

Young in conference clashes over TVEI

By Richard Garner



David Young . . . broaden curriculum

Mr David Young, chairman of the Manpower Services Commission, last week clashed with teachers at a conference as he sought to defend the Government's new Technical and Vocational Education Initiative.

The clashes came when he answered questions from about 70 delegates gathered at the National Union of Teachers' secondary schools conference at Stoke Rochford.

Mr Young said the scheme was being introduced to motivate youngsters when they would otherwise become bored with school. "It is to broaden and enlarge the curriculum and not to make technical schools or to turn pupils into sheep and goats," he added.

However, Dr Walter Roy, chairman of the union's education committee, rejected the argument that schools had failed youngsters. "I can show you for every truant, 50 people who aren't truants," he said. "I can show you for every failure success throughout the ability range.

"I would say in a world that's turbulent and disturbed and which has social problems on a magnitude we've not known before, it is the schools that are sometimes islands of civilized life," he added.

Mrs Barbara Lloyd, from Neath, West Glamorgan, added that she was worried that the TVEI would lead to many middle class parents opting to send their children to independent schools and deserting the state sector.

"They don't want anything to do with anything that smacks of vocational training," she added. "I'm wondering whether it is going to end in a big boost for the independent schools which are offering traditional courses leading on to universities. That's what the parents will be paying for to the detriment of our schools."

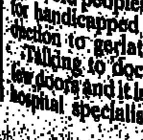
Mr Young also clashed with the audience when he said he regarded it as a "great pity that we've spent so much time in bringing about comprehensive schools without giving equivalent time and effort and thought to what actually happens inside those schools".

Mr Harry Dowson, chairman of the NUT's secondary education advisory committee, said: "The politicians may have been arguing about comprehensive education but we have been talking about what goes on in the schools and not about how the schools should be structured."

The conference went on to pass a motion calling on the union's executive to oppose any further extension of the TVEI because of the effect the scheme was having on the principle of comprehensive education.

However, agreed that if new schemes did go ahead, despite NUT opposition, the union should press local education authorities to continue financing them if the MSC pulled out.

Careers Diary



by Brian Heap

Advice for sixth-formers is very useful at this stage as most of them take a while to decide on which course or career to opt for in the build up to university applications next September.

For example, it is particularly important for intending medical students to use the next few months to try to get some form of medical "experience".

Ward orderly jobs are not easy to come by nowadays. Even so there are other avenues worth pursuing. Medical work covers a wide field and helping out in old peoples' centres or in homes for handicapped children is an introduction to geriatrics and paediatrics.

Talking to doctors may also open a few doors and it is surprising how many hospital specialists are ready to help those who are seriously interested in medicine.

And knowing what you want to do, and what is involved, is very important. Far too many students decide at this stage that they want to be doctors, lawyers and chartered accountants without having the slightest idea about them as careers.

A helpful opening is for advisers to have a personal careers record sheet for each student. This should include details of O level and CSE passes, the A level subjects being taken, a list of hobbies and interests, in and out of school, holiday or Saturday jobs and family occupations, which can sometimes have a direct bearing on career choice.

Advising on higher education is a complicated business and over the next few months I hope to offer some suggestions. Meanwhile any teacher with specific problems about advising students on courses or institutions is welcome to write to me.

A weekend event in London is being planned for March 31/April 1 specially for students and their teachers (accomodation provided). The course *Entry into Higher Education* will cover a range of topics from choosing a course, through interviews to graduate employment. There will also be specialist panels covering law, medicine, English, chemistry and engineering. Full details can be obtained from Sovereign Education Ltd, Broadclough Hall, Bacup, Lancs, OL13 8PA (Tel: 0706-874510).

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An end to serving time

UNITED STATES

Peter David on another proposal to revamp high schools

A former dean of Harvard University's Graduate School of Education called last week for revolutionary changes in American education that would end compulsory schooling for most adolescents.

The proposal, developed after a major five-year study of American high schools, is being enthusiastically backed by two prominent school associations, the National Association of Secondary School Principals and the National Association of Independent Schools.

Mr Theodore Sizer, the author of the report, takes issue with the findings of other recent reports on American high school education. He alleges that their emphasis on longer school days, more formal requirements, and a massive infusion of extra public funds is unrealistic and possibly harmful.

He calls instead for a major restructuring of schools that would give teachers and hands more control of the curriculum, make pupils more responsible for the pace of their own education, and eliminate the grouping of children by age in class.

Mr Sizer's controversial recommendations are based on the notion that the secret of good schools is to give pupils a set of incentives that would make them work harder. A traditional incentive – the struggle to get ir college – has disappeared with gr... er access to higher education, he says.

"As soon as higher education became something to which any citizen around the age of 18 was entitled, it lost its power to affect what happened in the high school. Open admission to college may have been necessary, owing to the inadequacy of schooling for some young citizens and the consequences of rigid re-grading, but it has been a mixed blessing."

Although he does not advocate a reduction in higher education opportunities, Mr Sizer calls for big changes in the way high school diplomas – the essential requirement for college entrance – are awarded. Instead of awarding the diploma only after a pupil had "served time" and amassed the required number of course credits, schools should award the diploma to

individual pupils whenever they demonstrated an agreed level of competence.

"This approach would give the students a clear, academically substantive goal, the obviously appropriate priority. It would also usefully undermine the tyranny of age-grading. A student can elect to demonstrate his mastery when he is prepared to do so, not just when his birthday signals that he ought to be ready," the report says.

Mr Sizer's report, published in a book, *Horace's Compromise*, is the first of three to be based on a five-year study of high schools. The project was sponsored by the Association of Secondary School Principals and the Association of Independent Schools. The two associations intend now to seek volunteer schools willing to implement one of the report's recommendations in a 10-year experimental project.

Schools that want to participate in the project will be selected this spring. First, however, they will be expected to embrace a set of common principles. These include:

The school should focus on helping adolescents to use their minds well, but make no claim to offer them other social and vocational services.

The school's goals should be simple. Each student should master some centrally important intellectual skills and knowledge. These will reflect traditional academic disciplines but will not be packaged as traditional subjects with separate departments and procedures.

Teaching and learning should be "personalized" as much as possible. The use of time, the choice of subjects and teaching materials should be up to the headmaster and staff rather than external agencies.

Students enter and leave the school when they show basic competencies, regardless of age. There is therefore no strict age grading and no system of credits gained by time spent in class.

The school should stress values of "unanxious expectation", trust and decency. Parents should be treated as essential collaborators.

Belles ring changes

ITALY

In the small town of Castelmaggiore on the outskirts of Bologna, the 500 students and 15 teachers of a technical institute have gone on strike. The bone of contention: freedom to exercise their right to a week of "alternative education", which was recently suspended by the Ministry of Education.

Organized by the students for the students, the now five-year-old experiment in alternative education allows students to choose a subject they are interested in and conduct a seminar, with experts, for one week out of the school year.

All this came to an end in this upper-secondary technical school when the students, who had unanimously agreed on the topic "male-female relations and prostitution", invited, among others, two prostitutes to participate in the seminar.

This objection, which some say amounts to a boycott, started when a group of Christian Democrat members of parliament got wind that "prostitutes were teaching sex education in the schools of Castelmaggiore", and demanded that the Minister of Education put a stop to it.

Reluctant to assume the responsibility of a veto and even more hesitant to change the red light to green, the ministry reacted with a circular that suspended off-curriculum activities in the school with the request "to know more about your alternative education programmes which appear to have gone beyond the discretion of school authorities".

However, one of the institute's teachers countered, "sex education is not the subject, and prostitutes were not called upon to lecture, qualified as they may be to do so. They were invited, along with doctors, sociologists and psychologists, to participate in a debate on male-female rapport and its relationship to prostitution.

"The majority of students requesting the topic were young girls, which should give educators something to think about."

Many parents, whose attitude in some cases moved from indifference to rapid indignation following the publicity, demonstrated in solidarity with the students and teachers. A father of four said: "I confess that I had reservations, even prejudices perhaps, but this veto has convinced me more than ever that no matter how unpleasant the topic, our children must be encouraged to exercise their right to knowledge."

And the *belles de nuit?* Demonstrating in Rome on the ministry steps, the self-defined "fireflies" (the name of a periodical in defence of their civil rights) brandished posters admonishing that the Middle Ages are back and here to stay.

Most disappointed of all are the students who had to come to terms with the false hopes raised in them by the educational policy of freedom of choice. "The minute a taboo subject is broached, the bureaucrats go back on their word," says one, "and it's not fair."

Rita di Giuseppi

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No more reforms – only renovations

FRANCE

Teachers are being urged to work in teams. Mary Follain reports

When is a reform not a reform? When it is a "renovation", says the French Ministry of Education, which is quick to correct anyone who uses the word "reform" in connexion with its plans for comprehensive schools.

There have been at least 40 reforms in French education since 1945, many of which have backfired, and M Alain Savary, the Education Minister, has been trying a more subtle approach to the problems he faces in secondary education.

Despite the softly-softly tactics, about 70 per cent of teachers in France's long-suffering comprehensive schools took part in a one-day strike at the end of last month in protest against his plans for the next academic year.

At least a third of pupils fail to get through the first four years of secondary education and many are funnelled off into technical or professional schools at the end of the second year. Only the lucky ones make it to the *lycées*.

The Haby reform of 1975 is universally blamed for the increased failure rate. M René Haby, the former Education Minister, introduced mixed-ability classes into the *collège* with extra coaching where necessary. In practice, few actually received any extra tuition and more pupils than ever before found themselves repeating a year. The common curriculum which he and his Ministry devised was also a catastrophe.

President Mitterrand's Socialist Government took the view that although M Haby's approach was more democratic than the streaming which had preceded it, it presupposed that all pupils were of equal ability. At the request of the Ministry of Education, Professor Louis Legrand of Strasbourg University produced a hefty report recommending a return to setting in maths, French and modern languages (*TES*, July 2, 1982 and March 4, 1983).

The real innovation in his report was the suggestion that teachers should work in teams, closely coordinating their efforts, and meeting frequently to discuss the implementation of his numerous recommendations, most of which have been adopted by the Ministry. Some schools were already working along similar lines and M Savary commented tactfully, "too many people think that a teacher's sole task is to give lessons. Every teacher knows that this is not so and that they have other responsibilities."

Many French teachers are dedicated and spend long hours preparing lessons and marking homework, but Professor Legrand insisted that they should all spend more of their time on the school premises, in closer contact with their pupils.

His suggestion that teachers should act as tutors or advisers to pupils guiding them in their studies has also been taken up by M Savary.

Perhaps the most explosive innovation is that the lesser-qualified secondary teachers should have their teaching quotas reduced from 21 to 18 hours a week. Instead of teaching for the full 21 hours they would teach for 18 hours only, which would leave them three hours for staff meetings.

Some of their more highly-qualified colleagues, who are traditionally only required to teach 15 to 18 hours a week, regard this as an erosion of their hard-won privileges.

Instead of imposing these reforms, or "renovation," from above, M Savary began with a day of discussion and debate in secondary schools all over the country last March. In line with the Government's decentralization policy, comprehensives will be given greater autonomy in the use of their resources and the reform itself has been launched on a purely voluntary basis.

Many *collèges* are already experimenting this year and their progress is being monitored by the Ministry. Between 10 and 15 per cent will be given the green light to implement the new methods in September and the Ministry says it already has too many volunteers. All secondary schools will be encouraged to follow suit and they are all expected to conform by 1988.

Last month's strike showed that there is serious opposition to the plans and the Ministry admits as much. "Not many teachers are used to working in teams and many are afraid," one of its spokesmen said. "But little by little they come to see the advantages and those who have been doing it say that after two or three years they don't want to go back to the old ways."

New life in the old system

IRISH REPUBLIC

John Walshe on the new curriculum and exams board

What has been hailed as the most significant step in Irish education for decades has been taken with the formal establishment of a curriculum and examinations board.

The board has been appointed on an interim basis pending legislation, but has a wide remit. The Education Minister, Mrs Gemma Hussey, said it is designed to breathe new life into the curriculum.

The establishment of the board comes after a period of significant change in Irish education and follows widespread criticism of the existing secondary school curriculum.

Mrs Hussey has spoken of the "excessive educational conservatism" in Ireland. At the launching of the 20-member board, she said that the Government's decision to establish the new body was in response to the widely held view that changes were needed both in curricula and in assessment procedures.

The board will report to the Minister on the aims, structure and content of the curriculum.

Most of its work will be at the upper secondary level, where ultimately, it is envisaged, the board will have control over the examinations. At present, this control is held directly by Mrs Hussey's department.

It will also make recommendations on a new unified assessment system for the junior cycle of secondary schools, to replace the present Intermediate and Group Certificate examinations which are taken around 14 or 15 years of age.

The aim will be to ensure that all pupils will have available to them some certification on reaching the end of the period of compulsory school attendance, at 15.

The terms of reference say that the new system should take account of the range of pupil abilities; should aim to involve all teachers as part of their professional work; and should be flexible enough to allow schools, if they so wished, to devise alternative programmes that would be recognized by the national assessment system.

The board will also initiate a review of the Leaving Certificate as a measure of general education (the exam is usually taken around 17 years of age when pupils are finishing their secondary education).

It will formulate proposals for alternative upper school programmes, including those geared to preparation for work and those incorporating work experience and/or work simulation. Such courses should not, however, neglect the important aspects of general and cultural education. The board will consider appropriate forms of assessment and certification related to such courses.

The terms of reference also lay down that the board will seek to ensure that secondary school courses are not unduly influenced by the entry requirements of universities and colleges. To this end, the board will study the desirability and feasibility of introducing a National Matriculation Examination separate from the Leaving Certification Examination which, at present, is the principal selection instrument for entry to tertiary education.

The board is headed by Dr Edward Walsh, president of the National Institute for Higher Education in Limerick.

But its inception has not been without controversy. There have been allegations of political appointees and complaints that the university admissions offices are not represented, nor is there any representative particularly noted for their interest in the Irish language and culture.

Misgivings apart, the various organizations are prepared to give the new board their full cooperation in the hope that it will lead to long overdue changes in the educational system.

Class boycotts fan fears of new round of riots

SOUTH AFRICA

Black pupils' frustrations reach boiling point again

The death of a pupil, class boycotts and violent disturbances have ushered in the 1984 academic year in African schools in the Transvaal, *a special correspondent writes.*

Some black political personalities have publicly warned of a repeat of the 1976 riots and have sent telegrams to the Government asking for urgent meetings, but other observers do not believe that the tension has reached a critical level.

The centre of the current disturbances is Pretoria, where three black high schools have been closed since the first week in February as a result of class boycotts. Among the known grievances of pupils are corporal punishment and the prefect system, which some of them feel should be superseded by students' representative councils.

Events took a nasty turn when a 15-year-old schoolgirl at a fourth school in the Pretoria townships died of internal injuries after police had intervened during a boycott. According to some reports she was run over, but no official announcement as to the cause of her death has been made.

After her death some 300 students are reported to have gone on the rampage and stoned the home of the headmaster, who was accused of calling in the police, an allegation which he denied. The headmaster is reported to have gone into hiding with his family, while the school has been closed until further notice.

At least one of the schools closed by the Government when the boycott began will reopen – but will be closed again for the rest of the year if unrest continues. However, a high school in Alexandra, Johannesburg, joined the boycott in mid-February.

According to the research department at the South African Institute of Race Relations, 1981 was generally a quiet year in black schools – the incidents that did occur being mainly epilogues of incidents the previous year.

In 1982 there was only a handful of incidents but 1983 saw some 10,000 pupils involved in demonstrations around the country, many of them focused on local grievances such as dissatisfaction with a teacher.

The rash of incidents in 1984, though so far limited, reflects the fact that life is becoming even harder for black school-leavers.

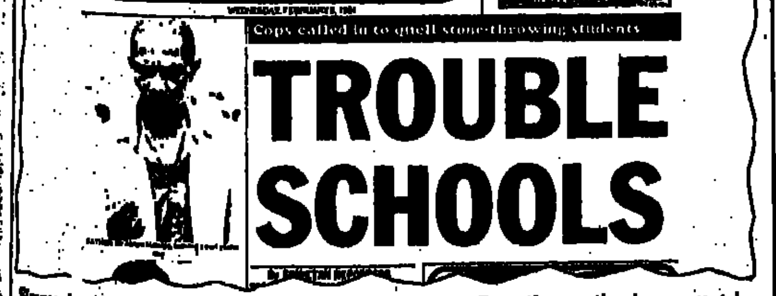
The matriculation pass rate in African schools at the end of last year was barely half, while only about 1 in 10 matriculation candidates attained university entrance qualification. These results, like those at the end of 1982, are among the worst ever.

In addition, South Africa is still languishing in its worst economic recession since the Second World War, and jobs for school-leavers are getting harder to come by.

Many pupils who failed their examinations at the end of last year are finding it extremely difficult to be readmitted to school. A few years ago the Government decided that pupils aged 20 or over should no longer be readmitted.

The Government maintains that pupils who fail and are now too old to be readmitted to school should attend adult education centres established in some of the townships in the last few years.

The students point out, however, that many of them missed two years of schooling as a result of the 1976 riots.



Simmering trouble: headlines in the black press reflect the continuing unrest in crowded and under-funded schools.

Second private university due to open in the autumn

WEST GERMANY

West Germany is poised to open its second private university, a move which critics have attacked as an erosion of the traditional general right of all to higher education.

The private university, a college of business management, plans to open in Koblenz, Rheinland-Pfalz, next October. The first private venture, a medical university at Witten-Herdecke in Northrhine-Westphalia, started last May and there are plans for another medical university in Bavaria.

According to the business school's founder, Professor Udo Glittenberg, it will be financed solely by donations from private industry.

Professor Glittenberg and his partners in the venture, the Koblenz Chamber of Trade and Industry and a private polytechnic in Hessen, have so far raised three quarters of the £2m they need to start in the autumn.

He is confident that the money will be raised by then and that the institution will be able to meet the state demand that it offers access, irrespective of students' means, by providing a 20 per cent quota of free places.

Students paying their own way have to find about £2,000 a year for a four-year course which will include a year at an overseas university.

The institution will be unashamedly elitist. It sees its role as training the high-performers, which, it thinks, the state universities are failing to produce. "We are aiming for class, not mass," said Professor Glittenberg.

Accordingly, entry will be highly selective. Only 30 to 60 students will be taken on this year, although this is planned to rise to 350 within five years.

Mainstream academics are pledging their help. Professor Karl Rose, of Mainz University, who is on the governing body of the new venture, said he believed that "higher education should not be the sole preserve of the state."

Caroline Cuss

The battle of the bulge continues

ZIMBABWE

Secondary schools are struggling to cope with a record first-year intake. Report by Mike Williams.

Zimbabwe's largest-ever intake of first-year secondary pupils has finally begun school – two weeks behind schedule.

The delay occurred because the country's 965 secondary schools were unable to cope with the huge increase in the number of 14-year-olds transferring from primary school (*TES*, January 20).

The exact size of the enrolment will not be known for several months, but Ministry of Education officials estimate it at 150,000 – an increase of 40,000 over last year's figure. Almost 169,000 pupils completed primary school 7 last year and although all of them are legally entitled to secondary school places, between 20 and 30 per cent are expected to have left school.

Mr Samuel Mumbengegwi, the Ministry's chief education officer, said: "We're still working flat out, but this is the first year since Independence in which there are not crowds of parents outside our doors complaining that there are no places for their children. We are very optimistic,".

The form 1 overflow is being handled by converting 344 of Zimbabwe's 4,500 primary schools into "upper tops" – primary schools with form 1 added on. Extra places have also been provided by "hot-seating" – using the same classroom for morning and afternoon sessions.

But it is the shortage of teachers that has posed the biggest problem this year. About 3,000 new teachers graduate from training colleges every year, but an additional 2,000 student teachers have had to be pressed into service as well.

Ex-patriate recruitment is expected to add a few more, but the numbers may not be significant. Despite a vigorous overseas recruiting driv there were only 211 ex-patriate teachers on the Ministry staff last year.

Rising school rolls have been a regular feature in Zimbabwe since primary school fees and secondary school entrance restrictions were abolished after Independence in 1980. Primary enrolment jumped from 819,000 in 1979 to 2,000,000 last year while secondary enrolment rose from 66,000 to 316,000.

This rapid expansion of pupil numbers has led to a marked increase in the number of unqualified teachers. In 1980, 8,000 of the country's 32,000 teachers were considered untrained – lacking the Zimbabwean standard of an O level education plus four years' teacher training. This year about 30,000 of Zimbabwe's 65,000 teachers are untrained and most of the unqualified staff are teaching primary classes.

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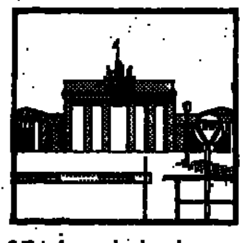

2 This famous landmark separates East from West Berlin. What is its name?

3 What is the name of this Parisian basilica?

4 What is the name of this little statue and where would one expect to find her?

5 This famous Belgian statue was designed by Jérome Duquenoy. What is he called?

6 Who is the new Premier who will rule his country from this famous square?

7 In which country would you expect this instrument to be blown?

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*To be continued....

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LETTERS

Burnham: time for structural alterations

Sir – It is well known that the Burnham structure for teacher salaries is outdated and militates against the professional development of teachers in a contracting service. What is perhaps more important is that we should appreciate the broader tapestry against which the profession and its future need to be viewed.

We still talk about "The Industrial Revolution" when referring to the establishment of manufacturing processes within a factory system in the late eighteenth and the nineteenth centuries, when really this was just the forerunner of a whole series of revolutions, and their resulting technologies, now occurring so close together that the advance is more or less continuous.

The challenge this throws out for our educative process is both exciting and immense.

No longer can any teacher expect to do much the same things in the same way year after year. All teachers need to develop and refine their skills continuously and all must also develop a broad perspective, an overview of education that extends way beyond their classrooms and their schools.

We are already an all-graduate entry profession and our new entrants, at this time of contraction, are of the highest calibre we have experienced. If we are to place on all of these skilled teachers the demands of constant evaluation, re-education, of regular innovation and change in the content and methodology of their professional practice, we must urgently rethink the structure of the profession and their status within it.

The headteacher's role, as always, will be crucial. He is needed to plan and initiate the changes, ensure effective monitoring and control and incite staff to develop the neccessary new skills and approaches, as well as to explain and justify it all to the many concerned partners outside school. Heads, like teachers, must be selected properly, trained well and rewarded appropriately.

I appeal to teacher and employer associations, alike, to keep on talking in Burnham and to do so with some sense of urgency and to determine to reach the kind of solution to the structure of our profession that the fast-changing world demands. If central government places any sort of priority on relevant and flexible educational provision for our young, it must be prepared to make the necessary investment at this crucial time.

PAUL SCUDAMORE
Chairman of Salaries, Pensions and Conditions of Service Committee
National Association of Head Teachers

Phonic isolation

Sir – Mona McKee's claim to teach children reading (Talkback, January 13) using the whole brain contradicts her premise that "*reading* which depends on pictures, rote learning, context or guessing is not reading".

On their own, neither introductory phonics, which she proposes, nor introductory look-and-say, which she opposes, lay sound foundations for proficiency in reading. Many children do survive a heavy emphasis on one particular strategy during their first experiences of reading but it is the failure of teachers like Ms McKee to acknowledge a more eclectic approach to infant reading which "turns too many people into educational cripples".

I have no doubt that many of the 10 per cent of young adults she refers to who cannot read a job advert learned to decode in phonic isolation and today their comprehension is impaired by an inability to utilize non-visual information like syntactic or semantic context – using their whole brain!

MALCOLM LAVERTY
22c St Marks Rise
London E8

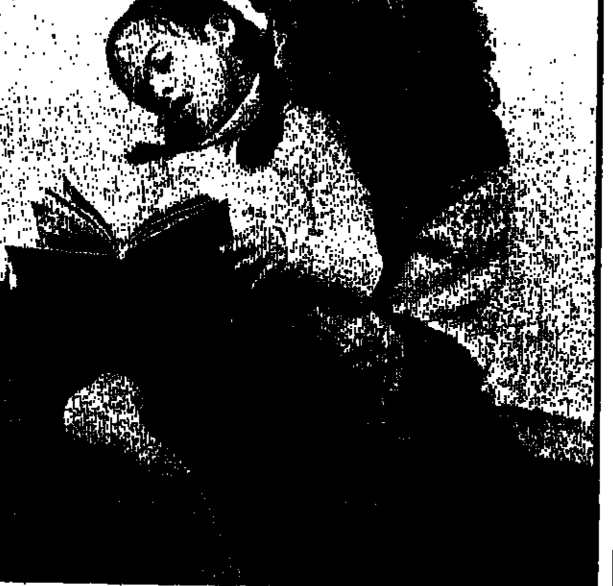
Reading strategies

Sir – Learning to read is a question of using a combination of different strategies of which phonics is only one. The phonic analysis of words is a skill that can be taught, and often is, as the child's reading ability develops and improves. To try to teach phonics in any kind of detail before a child has "taken off" with his reading is to make decoding an end in itself instead of a means to an end.

Schools must use phonics. Teaching a child to read without reference to grapho-phonic relationships is almost impossible. The promotion, if not the sale, of phonic materials continues unabated and in 1975 97 per cent of headteachers in the Bullock survey said they still used phonics in the teaching of reading. In view of these I find a call to return to phonics rather odd.

I consider it to be the duty of all teachers responsible for reading (ie all teachers) to be conversant with at least the major reports and researches on reading and to be familiar with current models of the reading process.

GRAHAM WILKINSON
Deputy headteacher
Spring Grove School
Huddersfield



Joanna Brown, one of the high achievers in the Portsmouth Polytechnic research project, recives some extra tuition from a psychology student.

NATFHE united

Sir – I wish to register the strongest protest at Mark Jackson's mischievous attempt (*TES*, February 10) to portray the National Association of Teachers in Further and Higher Education as divided in its response to the White Paper, "Training for Jobs". The scurrilous piece of journalism on the front page contrasts sharply with the serious examination of the reaction of employers and colleges to the Government proposals in the same issue.

There is no division within NATFHE on the question of these ill-conceived plans for further education. In fact I can think of few initiatives which have evoked such a spontaneous, homogeneous response.

It is quite ridiculous to suggest that a public statement denouncing the proposals is in conflict with expression of the view that NATFHE would expect to continue representing its members and the further education service in the event of the establishment of machinery to implement these proposals.

Prior to the establishment of the National Advisory Body for Local Authority Higher Education, NATFHE and others successfuly resisted Government proposals to hive off part of AFE and establish a DES-dominated UGC-type body to administer it. Had we failed in this fight, however, we should have demanded a place at that table.

CECIL H ROBINSON
President, NATFHE

Mark Jackson writes: It is difficult to see how Mr Robinson can reconcile his claim that there is no division of opinion in his union over the Government's decision to switch FE funding with the statement by one of his prominent national officials that the Government appeared to have little alternative. Mr Robinson himself gave no hint of criticism of that part of the White Paper when he spoke to me, and nor had he done so when he discussed the matter in public with Mr David Young at a Royal Society of Arts meeting a few days earlier. Since all this, however, there has been a meeting of the union's national council at which the views of those who are denouncing the Government's plan prevailed.

Contract needed

Sir – Peter Smith's article (Platform, *TES*, February 3) contains much food for thought but it prompts me to write as one who is in favour of a properly *drawn contract between teachers and their employers.*

The present system is virtually unworkable. Phrases like "reasonably required" are an absolute godsend to authorities and agitators.

There should be a clearly defined contract, enforceable at law if necessary, by which the obligations of both employer and employed to each other are stated and which should leave as little room as possible for "interpretation".

Employers should have to provide agreed standards of accommodation and physical provision, of capitation at a level set by HMI, of ancillary help in workshops and laboratories and in secretarial tasks and should be forced to equip and to staff schools so that optimum class sizes can be achieved.

There should also be a clear definition of a teacher's contractual day. How long before and after the start of a session must they be on the premises; what is their entitlement to a mid-session break.

The amount of time to be given to class-contact, preparation and marking and attendance at parents' evenings should be stipulated and provision should be made for overtime payments, not time off in lieu, where these periods are exceeded.

Finally, teachers' representatives must be prepared to accept the principle of redeployment within an authority, thus avoiding the current situation where some schools cannot provide certain specialist subjects while others have surplus staff in those subjects.

W SEDDON
26 Winding Way
Leeds

Further handicap

Sir – As parents of a child with Down's Syndrome, we were delighted by the prominence given to the article (*TES*, February 3) about the project at the Portsmouth Polytechnic.

Our daughter, Abigail, is now 10, has a reading age of 9-plus, and has always been educated at a normal state primary school. In fact, she learned to read at home from the age of three, and was on book 3B of the "Ladybird" series before starting school.

It is indeed true that the potential of such children has been underestimated for years; and, had we not both been teachers ourselves, we might well have given up our battle against the authorities to get her into mainstream education.

Moreover, how fair is it that it depends to a great extent on where you live as to whether your mentally handicapped child is acceptable in local schools? We thank God for headteachers who are prepared to "take the risk", and for some enlightened l.e.a.s.

How many primary and secondary schools in the country have, additionally, special classes where children like Abigail can learn happily alongside the other members of the community to which they belong?

Three cheers for Sue Buckley, and all other pioneers who are trying to educate the ignorant and the prejudiced in education and society.

N F and E M SLUCKETT
Vectis House
8 Kings Road
Thame
Oxon

Racial stereotypes

Sir – Ann Dummett (*TES*, Letters, February 10) argues that "the only way to test an unintentional practice is by observation, not by questions whose replies must arise from the conscious intentions of the respondent."

If Mrs Dummett believes her own rhetoric, one is tempted to ask why the Rampton Report, for which she was partly responsible, contained no evidence of such observation. It merely alleged that negative stereotyping of West Indian children is widespread within the teaching profession and assumed that the stereotyping necessarily influences a teacher's relationship with West Indian children.

My findings (*TES*, December 30) do not contradict the allegation; rather they suggest that teachers may operate simultaneously at two different levels – accepting the stereotype in principle whilst acknowledging its partial or complete irrelevance for a particular child.

The point at issue is whether or not the teachers in my study, whose comments on some of their West Indian pupils were in conflict with the racial stereotype, will none the less succumb to that stereotype in their dealings with the children concerned. Mrs Dummett appears to believe that they will, although without evidence, her article of faith looks suspiciously like blind prejudice.

GEOFFREY SHORT
Faculty of Education
New College, Durham

SOCRATES PHILOSOPHE
Chap. 36.

Philosophy A level

Sir – With reference to the recent correspondence in these columns (Raymond Winch, November 25) regretting the absence of a GCE examination in philosophy, I am now pleased to report that the Associated Examining Board's work over the last two years in developing a broadly based A-level syllabus in this subject has been successfully concluded. The Secondary Examinations Council recently approved this syllabus and the first examination will take place in June 1985 with a restricted entry but be offered to all registered AEB centres in June 1986.

The syllabus reflects the increasing interest in this subject at all levels of the educational world and outside it. Consultation with 350 of the board's centres and discussions with teachers of philosophy in higher, further and adult education, encouraged the board to respond to this interest and to design the kind of syllabus which will meet the requirements of teachers and students.

The board's researches have also shown that there are many teachers with university qualifications in philosophy working in other school subject departments. In some schools, non-examinable courses in philosophical ideas are being taught to children from the age of 14. It is hoped that this new syllabus, which combines the study of important seminal texts with philosophical themes related to contemporary issues, will contribute to the re-introduction of this subject as a basic and necessary part of a good general education.

Copies of the syllabus, specimen papers and lists of recommended reading may be obtained from the board.

HILDRED C CUNNINGHAM
Associated Examining Board
Wellington House
Aldershot, Hampshire

Logical decision

Sir – The Associated Examining Board's decision to go ahead with its A level in philosophy, with the first examinations in 1985, is a small event of potentially great importance for the education of children and students aged 5 to 18.

This centre has taken a special interest in the topic and is planning a conference for teachers who wish to explore the implications of introducing philosophy into schools and colleges.

We are interested in a number of questions:

☐ How can the US experience, especially of the Institute for the Advancement of Philosophy with Children, be used in Britain? This has attracted press and television interest recently, following experiments in a Manchester school.

☐ What experience has been gained in those schools which over some years have offered a CSE Mode 3 in philosophy or O level logic?

☐ How will the curriculum foundation be laid for philosophy at A level, in integrating with other subjects such as English, for instance, which is increasingly taught by the discussion method?

☐ How can small schools or colleges organize to add philosophy A level to their curriculum offer? What departmental organization should accommodate the philosopher; or should a one-person department be set up?

☐ How have colleges proceeded in planning to offer a compressed, one year A level course for examination in 1985; and how are interested schools making their curriculum development plans for teaching the same course over two years?

Anyone who has a research or teaching interest in this matter, or who would like to attend a conference to be mounted jointly by the ILEA and the philosophy department of the London University Institute of Education on June 15, should contact me.

ROBERT THORNBURY
Warden
Sherbrooke Teachers' Centre
Rosaline Road, London SW6

MSC booty

Sir – The article by Mark Jackson and Diane Spencer on the reaction to the Education Secretary's decision to transfer more funds to the Manpower Services Commission from the local education authorities (*TES*, February 3) gives a fair indication, and a welcome one, of the anger felt by many in the further education service.

We have been irritated by the accusation that colleges have been inflexible concerning the Youth Training Scheme, but even angrier over the charge of not knowing what industry wants.

All the turmoil of the last decade in redesigning courses for the Technician Education Council and the Business Education Council – involving as it does considerable and accountable liaison with employers – appears to have been for nothing judging by several public statements by those who should know better.

The liaison has gone on for a lot longer than the last decade, of course, and it may be that the relationship, like a good marriage, has its ups and downs. But to say that the solution is to set up a mistress, in the style to which she would obviously like to become accustomed, strains credulity.

ROY DANSON
Senior lecturer
Macclesfield College

LETTERS

Misleading report

Sir – It was, perhaps, misleading to suggest that Fartown High School's ethnic minority pupils do not take part in extra curricular activities (*TES*, February 10). They do – and very successfully. The review took a specific subject comment from the HMI report and turned it into a general statement.

The review might have added: "The school provides an impressively wide range of indoor and outdoor extra-curricular activities"; "despite varied cultures the school achieves excellent personal relationships"; and "The school successfully creates an environment in which learning can take place". In all, it is better to read the entire report.

J F LOWE
Headmaster
Fartown High School
Huddersfield

TV recording

Sir – Although current recording arrangements are not ideal, there was a factual error in your article about off-air recording (*TES*, February 10), which may make some schools and colleges feel they are breaking the law when they are not.

When talking about the recording by teachers of existing BBC and ITV programmes in the context of Channel 4's new licensing arrangement, you say that "only official schools television can legally be recorded". It is of course legal to record all programmes listed in the BBC Continuing Education Annual Programme, *as well as* the BBC Schools Annual Programme. There is, however, an anomalous distinction: television programmes listed in the Schools Annual Programme can be kept and used for three years; those in the CE Annual Programme for only one year.

SHEILA INNES
Head of Continuing Education
BBC Television

Striking a pastoral note

Sir – I am not competent to add to the remarks made by Ann Livett (*TES*, February 10), beyond saying that I am as sure as she is that God rejoices in the praises of all his children.

However, St Edmundsbury is by no means the only cathedral that has started a choir of young boys and young girls – it is just the only one that has kept such a choir. If it is hard to recruit about six boy choristers a year, it is far harder to recruit three boy choristers and three girl choristers.

If both boys and girls can sing well, and if you are running a successful boys' choir, and if you are able to recruit all the boys you need, then there is no musical reason why you should admit girls. Under these circumstances any decision to admit girls will be taken on pastoral rather than musical grounds.

Unfortunately, well-meaning clergy who decide that a choir of young boys and young girls is pastorally more desirable than a choir of young boys do not usually end up with a choir of young boys and young girls – because girls' voices do not change. Very quickly you have a choir containing adolescent girls. Young boys are not welcome in such a choir and will not join it.

Then it becomes difficult to refuse to admit women, and soon you have a choir with a stable membership with no vacancies for either young boys or young girls. You can of course always start a junior choir. . . .

Unless you have round you staff with exceptional gifts, admitting young girls into a choir of young boys does not solve any problems either pastoral or musical, it merely creates them.

What has happened at St Edmundsbury is wholly exceptional because, as I am sure Ann Livett would be the first to admit, St Edmundsbury has been blessed with wholly exceptional staff. It is unreasonable to expect that such a situation could continue without the staff who had made such a choir work where all others, all over the country, had failed, or to use St Edmundsbury as an example of what can be achieved.

It is very sad that this particular episode in the cathedral's history is being ended. But the real tragedy is that the girls are being relegated to a subservient role. Separate choirs for young boys and young girls serve no purpose either musically or pastorally if one choir is subservient to the other.

BARRY GRAY
24 Balmoral Road
Gillingham
Kent

Sounds similar

Sir – There is no more difference in sound quality between a choir of young girls and one of boys, than already exists between the idiosyncratic sounds of, say, the Vienna Boys' or the choristers of King's Chapel. Such differences largely depend on the singing techniques adopted by the conductor.

Young girls' choirs have almost as good a musical heritage, here and abroad, as their young male counterparts, as the music written by Vivaldi for the Pietà, Purcell for Josias Priest's Boarding School for Young Gentlewoman, and Holst for St Paul's, testifies. Certainly the girls' choirs of 7 to 14-year-olds I have trained here in the Welsh Marches have never had any hesitation in tackling four-part SSAA pieces, such as those by Alessandro Scarlatti.

My husband and I entered our sons as choristers because choir schools provide the only opportunity in this country to illustrate the ancient Greek, and modern Hungarian, theory that music is the foundation of all education.

I have long been a champion of girls' choirs in cathedrals, and more women in organ lofts too, but it is not differences in singing tone nor possible harm to young voices that prevents it. What does so, is good old-fashioned 100 per cent copper-bottomed ecclesiastical male prejudice and preference (in every sense of the word), which has existed since AD 664 when the Synod of Whitby threw Celtic religious sexual co-equality into the North Sea.

Finally, I apologize if it was the quality of my son's handwriting that may have led you to misinterpret our surname and yet further compound the injury of his mis-attributed photograph!

MORWEN BYRAM-WIGFIELD
Brimfield Common
Shropshire

Building up girls' choirs in the parishes

Sir – Ann Livett is quite right when she says that girls' singing is just as acceptable in the worship of God as is the singing of boys. She is right, too, to refute any suggestion that early training might damage girls' voices more easily than boys' voices. But she is wrong to infer that Mr Peter Hannigan is trying to exclude girls from singing to the glory of God. Our choir schools have an inherited tradition which ought not be be prodded into precipitate change by a political climate of feminism.

In time I believe that choir schools, like other schools, will be coeducational, but the process will be evolutionary rather than revolutionary. As an interim measure, we should start building up girls' choirs at parish level, and give all children equal encouragement to sing in schools.

DAVID LOWE
Regional Director
Pueri Cantores Federation of Great Britain

Hard-up facts

Sir – I read with interest your article on February 10 relating to the probability that Liverpool City Council will go *bankrupt*.

While I would be the first to concede that as no council has gone bankrupt we can only hypothesize as to the effects of this action, I am nevertheless concerned that Mr Ferguson of the National Union of Teachers should be so misinformed about the financial situation facing the council. This is of particular concern as Mr Ferguson is also the secretary of the Joint Shop Stewards Committee and presumably he is misinforming that organization as well as the NUT.

The simple fact is that if the council declares an illegal budget for a considerable time next year teachers, and indeed all staff of the council, will not get paid.

Bad though this is, the long-term consequences are even greater. Already the Liverpool Polytechnic has been warned that its degree validating body is considering withdrawing recognition as the polytechnic cannot guarantee a continued education.

Mr Ferguson claims that a book-balancing budget would mean 500 compulsory redundancies. This is absolute nonsense. He claims that approximately £20m would have to be cut from the education budget. This is absolute nonsense.

RICHARD KEMP (Councillor)
(on behalf of the Liverpool City Council Liberal Group)

Plan's weakness

Sir – Now that objections to the plan for the re-organization of Liverpool county secondary schools are being considered by the Department of Education and Science, it is time to draw attention to educational issues which have not received the publicity they deserve.

The parents' association of Quarry Bank comprehensive school welcomes the efforts being made by Liverpool education authority to rationalize the secondary school provision in the city, but considers there are two serious flaws in the proposals:

1 The proposed size of school – six forms of entry – is, in this city, too small to do justice to the pupils at either end of the ability range.

2 The decision to close (or reduce the intake of) schools which enjoy parental support, in favour of reviving those schools on which the parents have turned their backs.

The situation in the city is so serious that we hope a solution will soon be found which commands greater parental support than the present proposals.

MARY WATSON
16 Garth Drive
Allerton
Liverpool 18

For the record . . .

Sir – I was pleased to read "Spreading the Word" (*TES*, January 27), a feature on a project involving parents and teachers from seven schools in Mansfield. The work is part of a growing national movement of school-centred curriculum development and deserves publicity. However, the in-service consultancy model which was used by me in this project was entirely misrepresented and in the interests of accuracy the record must be kept straight.

The author stated that I, ". . . wanted to continue this work in Mansfield but found that only seven of the heads were interested and then only on their own terms. . ." The facts are that I was asked by the schools to help initiate or develop the home-school reading links, and that before the work began we agreed as a group that each school should start from where it was at the time.

While this may at first sight seem relatively unimportant, it represents a particular client-centred view of external consultancy. In this model the perceived interests of the client are of paramount importance and work is designed and carried out through processes of contract making and negotiations.

CHRISTOPHER DAY
In-Service Unit
School of Education
Nottingham University

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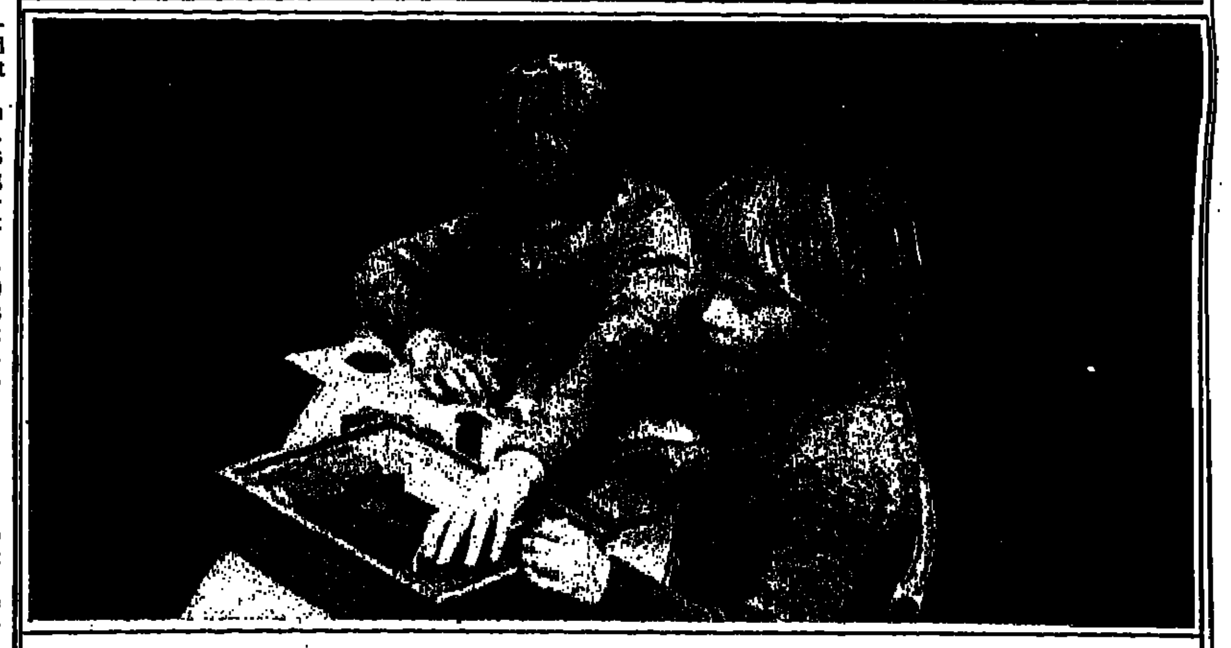

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TALKBACK

Me and my shadow

BETTY PEARSON

For the past two years, I have been sharing a class of 28 middle infants with another teacher. One of us teaches in the mornings, the other in the afternoons.

Fifteen years ago, when teachers were in short supply, I was asked to help as a part-time remedial teacher. As I had four young children myself, I could only manage a few hours per week. Since then, it has been impossible to work more than a half-day.

Two years ago, when remedial teachers became a luxury, I was redeployed and asked to share a class, I feel that this shared method of teaching works well and I would like to encourage other schools to follow our example.

I know several full-time teachers

who would prefer part-time employment for various reasons. Unemployment might well be eased.

So far, the only objections have come from parents worried that two teachers are confusing for six-year-olds. (Certainly my colleague and I are sometimes called by each other's names, but we don't object.) We find that the doubts that the parents may have are outweighed by the benefits to the children, for the following reasons:

1 At the beginning of the morning or afternoon each teacher is fresh and enthusiastic.

2 It is probable that one of the two teachers will be mature and experienced, having brought up her own family, while the other will bring new ideas to the classroom.

3 As only one teacher is likely to be ill at once there is only half the disruption for the children when a "supply" is needed.

4 Each teacher can decide which subject is her forté. For example, one may take the PE, the other the music; or one may produce the Christmas play, while the other keeps the basic subjects going in the midst of Christmas preparations.

5 Parents receive more balanced views of their children on consultation evenings.

6 In our own case, with close cooperation, meeting for discussion most lunch times, the children's needs are always to the fore. We are at school together when necessary: for class outings, plays and rehearsals, visits from education experts, musicians, and consultation evenings.

7 There is less tension and more time for work preparation.

Betty Pearson teaches in Herts.

Misguided choice

MARTIN TAYLOR

"As long as people at school are free to choose, they will some of them choose badly," writes Mary Warnock (*The TES*, February 3) as she sets out an interesting introduction to the problem of wrong choices in education. Yet I would argue that it is in the very way that choice is offered in schools that so much can go wrong.

Even in the most sophisticated computer-assisted options system, there can be no certainty that every pupil will get the subjects he or she has chosen, even assuming that all their choices are educationally sound, simple restrictions of timetabling or staffing will see to that. Then, there is that benign denial of freedom known as "guided choice" which can so often mean "you give us your choices and we'll tell you whether they are sensible and/or possible".

I know that I am not alone in being concerned over what is standard practice in most secondary schools – the full-blown options system with its carefully organized meetings for parents and pupils, the booklets and options sheets, the advice and the persuasion, all done to give choice to the pupils in the vital matter of their future education.

Yet, through all this the sincerely meant offer of choice is at best misguided and at worst actually dishonest. How many colleagues have had to pacify angry pupils and parents when a supposed choice proves to be impossible? Of course, when I was in charge of such a system I always took care to put in the small print, but, if I am honest, this was to give the school a let-out when choice had to be denied.

In my present school, a mixed upper school on a city area, we made a first move towards greater honesty by forbidding the use of the words option and choice in connexion with the annual 13-plus exercise. The process became known as Course Planning and it was frequently emphasized that while pupil preferences and parents' views were an integral part of the process, in the end it was the staff who put together each pupil's courses. The mechanics of the system remained as before except that each pupil now had to state an alternative preference in each main subject area while recognizing that a preference was not a choice.

The most obvious benefit was a significant reduction in the number of difficult interviews, for we were now free to concentrate on the real appropriateness of courses for individuals rather than trying to excuse a situation where assumed choice was not a factual reality. As far as I am aware, no parents or pupils objected to this removal of a supposed freedom – perhaps they too preferred an open ended and honest approach.

It was the staff who had greatest difficulty, many of us suffered withdrawal symptoms as we conscientiously sought to avoid the use of the now pejorative "options" and "choice". The former is indeed a potent shorthand for a huge slice of the curriculum thinking that has dominated secondary schools for more than 20 years. It has served its purpose well and should now be laid to rest.

Mary Warnock hit the nail on the head when she wrote that "the crucial thing . . . is to devise a system within which people need not be locked for ever within their chosen subjects." By what developmental theory have we ascertained that at 13-plus all, or indeed any, pupils should make choices between often disparate subjects which they must pursue for good or ill for two years? If they cannot maintain the required pace or simply lose interest what are the usual alternatives? Admit failure and move down to a lower group (if there is one), or change to a completely different subject having missed two or perhaps three terms of the course?

I would follow those who suggest that we must move towards the concept that I call relevant specialization: relevant that is to the perceived needs and interests of each pupil in terms of content, style, duration and aim.

Within a properly developed common curriculum, blocked in year or half-year groups, with its seven or eight areas of experience, the pupils can follow a range of different courses. They will vary in length from short one-off modules to full two year programmes. Examination accreditation can be the result of a traditional two-year course or achieved by the building up of a series of separate though related credits.

Clearly, the possibilities in this area being opened up by such developments as the Oxford Certificate of Education Achievement and the new CGLI proposals make this type of approach to specialization even more attractive.

Thus, each student's course would be mapped out in stages as a pathway, going through some areas common to all pupils and through others which have excited their personal interest or fit an overall purpose such as a specific qualification. Course planning becomes a continuing process rather than a once-and-for-all decision, flexible rather than restrictive, determined more by individual interest and aptitude at the time than by mechanical constraint.

Where choices are honestly offered, they will not be between completely different subjects but within a cohesive and coherent area of the curriculum, whether it be science and technology or expressive arts, and, to return to Mary Warnock's theme, neither will they be irrevocable for change will be more logical and sensible.

Such a system has additional benefits for a school facing a falling roll for it can enhance the range of opportunities available rather than the school having the unenviable task of crossing yet another subject off the options sheet.

I believe that we should opt for relevant specialization while we still have the freedom of choice!

Martin Taylor is deputy head at Peers School, Oxford.

Further out of touch

HARRY EVANS

Some teachers in further education are totally out of touch with reality, modern teaching techniques and recent industrial and commercial developments. I have met lecturers who, either consciously or unconsciously, have never stopped teaching ONC syllabus using chalk and a blackboard to a class of 16-year-old, white, male technicians each with three GCE O level certificates.

They appear to be unaware of new techniques, the aims of new syllabuses and the changing student population. But, more frighteningly, they are convinced that theirs are the correct views and that everything else is merely a temporary aberration soon to be replaced by the situation as it used to be with workshops and laboratories full of well-motivated, unquestioning students.

At the other end of the teaching

spectrum, we have those colleagues who constantly initiate change, embrace change or suggest changes to counteract changes. I cannot remember a period of such intense and constant activity involving new examination systems, teaching methods, syllabuses, and validating bodies as that of the past 15 years in both further and secondary education.

No sooner is one examination system mooted and put into effect than its successor is being conceived and the same applies to syllabuses, organizational models and ancillary services.

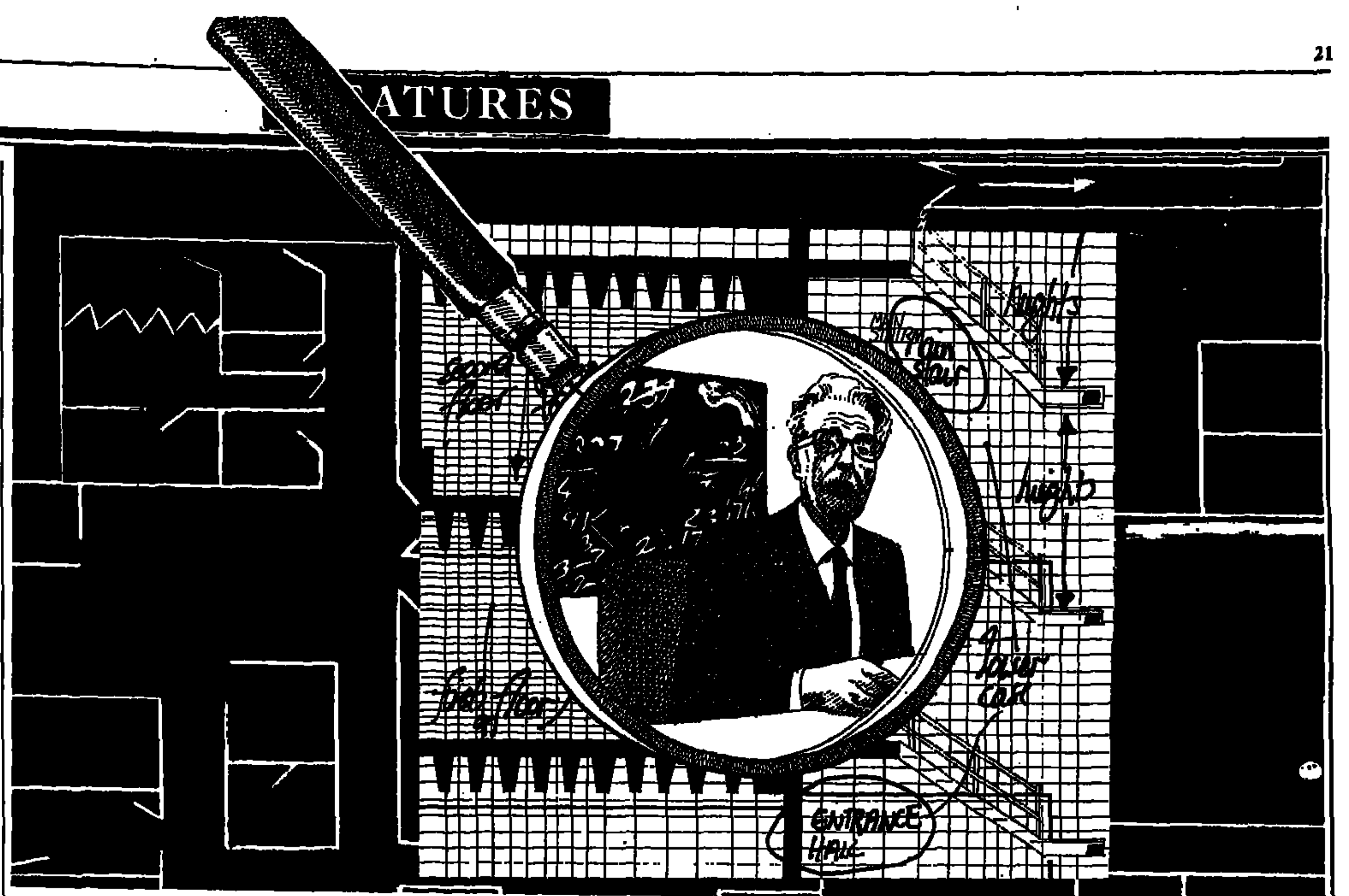
Education is obviously a place for research, experimentation and innovation but we must consider in all our discussions the effect of the constant change and unrest on our customers – namely the pupils and students – and not become too involved simply in the result of our experiments to prove or disprove our hypotheses. These results have effects upon peoples' lives both present and future.

There has to be a middle road. One which encourages proven development but allows times for consolidation and meaningful assessment. There must also be enough flexibility to allow for modification without a wholesale restructuring and any system must convince all staff of its worth and not become the private preserve of its high priest and disciples.

Without this latter condition, the majority of lecturers will merely pay lip service to the aims and objectives while remaining for the most part unconverted, uncommitted and clinging to that which is familiar and, therefore, safe although not particularly relevant to today.

Harry Evans is principal of Newcastle College of Further Education and School of Art, Staffordshire.

ATURES



The classroom in focus

Ted Wragg recalls a thousand lessons in practical teaching skills

When I first entered teacher training in the mid-1960s, students were given courses of lectures on the so-called foundation disciplines of history, philosophy, psychology and sociology. They would make sense of it once out in school, it was argued. The medical equivalent would have been to give trainee surgeons a course of lectures on the history, philosophy and mechanics of surgery, and then turn them loose in the operating theatre, each twirling a scalpel, hoping the lectures would inform their incisions. Next of kin would have been less than rapturous.

Today, many courses of initial training, though still astonishingly few in-service courses, make the development of classroom teaching skills a much more central matter. The principal purpose of the DES-funded Teacher Education Project, based at the Universities of Nottingham, Leicester and Exeter, which I directed along with Dr Clive Sutton, was to help shift the balance of training towards greater stress on the nurture of classroom competence.

The project involved both research and development, and became one of the largest studies of teaching ever conducted. The research team observed and analysed more than 1,000 lessons, interviewed more than 200 experienced and novice teachers, and developed sets of teacher training materials which were extensively piloted and then published. We concentrated in particular on class management and control, the teaching of mixed-ability groups, language in the classroom, and the skills of questioning and explaining. I found it the most stimulating project I have ever been involved in; the analysis of human skill, whether in the classroom or elsewhere, holds immense fascination.

It soon became obvious to us that the appetite of experienced teachers for information about further training in teaching skills was just as voracious as that of newcomers. Early in the project, I wrote an article in the *Guardian* about our research into class management, describing 56 case studies of student teachers thought to be good or poor at handling their classes. Within two weeks we received over a thousand requests for the trial version of our first training booklet. Though it was intended for new teachers over half the requests came from experienced teachers, heads, deputies, teachers' centre wardens or professional tutors. Many told the same story: that their own or their colleagues' training had contained little on professional skills, and that

> **'Children prefer teachers who are enthusiastic, know their stuff, can keep order and are fair and friendly without being over familiar'**

there was considerable demand from teachers, particularly those engaged in school-based in-service work, for suggestions about how they could learn to scrutinise and improve their own teaching skills. When the first set of training booklets, the FOCUS series, was published by Macmillan in 1981 and 1982 on such topics as class management, questioning, explaining, group work, teaching slow learners and bright pupils in mixed-ability classes and group work, more than 10,000 copies were sold within a year, and many of these were being used by experienced teachers.

One of the most interesting studies we undertook as part of our research into class management was an analysis of first encounters between teachers and their classes. There have been very few enquiries into those intimate days in early September when teachers meet their new classes for the first time, largely because most would regard it as a private affair, a crucial, delicate period during which, for better or worse, the agenda is going to be written for the rest of the school year. Supply teachers in particular become adept at managing first encounters because they have so many of them.

A chemistry graduate once arrived at his teaching practice school in January. Before commencing his own teaching he watched a third-year class's regular chemistry teacher take a double period of practical work. After a brief exposition delivered while seated on the front bench, one or two shared jokes and asides, the experienced chemistry teacher signalled the start of the practical phase with, "Right 3C, you know what to do, so get the gear out and make a start." The class dispersed briskly to hidden cupboards and far recesses for various pieces of equipment, and an hour of earnest and purposeful experimental work ensued.

The following week the chemistry graduate took the class himself, and began by lolling on the front bench in imitation of the appparently effortless and casual manner he had witnessed only seven days earlier. After a few minutes of introduction he delivered an almost identical instruction to the one given by the experienced man the week before: with, "Right 3C, get the gear out and do the experiment." Within seconds pupils were elbowing their fellows out of the way, wrestling each other for bunsen burners, slamming cupboard doors. He spent most of the practical phase calling for less noise and reprimanding the many pupils who misbehaved.

This true story illustrates the problems facing student teachers who have not witnessed the massive communal effort mounted in many schools to establish rules and relationships in the very first lessons of the year. During the Teacher Education Project, we watched 313 of the earliest lessons of 41 experienced and novice teachers taking their new classes, using a mixture of structured observation of and interviews with each teacher and individual pupils, and the recording and analysis of critical events in the classroom.

Experienced teachers, by contrast with beginners, were very clear in their minds before the year began how they would conduct themselves. Most sought to establish some kind of dominant presence, were more brisk and businesslike than usual, used their eyes extensively both to scan the class and to engage individual pupils in eye contact. Many described how they tried to be larger than life, more pernickety about detail than normal, even to cultivate the crackpot in themselves. Although most were strict in their first lesson, many were conscious that this was not a style they wished to sustain, and, contrary to the popular advice not to smile until Xmas, several teachers introduced humour from their second lesson.

This experienced science teacher, who had conducted a formal and quite stern opening lesson, began his second session by tempering the first image with a skilful mixture of humour, self-depreciation and a reminder that he too was human and had a family.

> "I've got a son your age, and so when my wife and I were invited out to dinner the other night, we tossed up to see who would stay at home babysitting, and of course I lost. I decided to watch *Match of the Day* with my boy and the commentator began to use some very funny language – a square ball, the referee blew up, he left his foot behind (laughter). Well, we have some special language that we use in science that you will need to learn."

Whereas manufacturers of soap powder do not hesitate to solicit the views of the users of their product, relatively little educational research has used pupils' appraisals of teaching. Yet children often have sharp insights into their teachers' skills, and when Brian Tolley of Nottingham University interviewed a number of old people, some in their eighties and nineties, about their schooldays, all were able to talk at length about their teachers and recall vividly events which must have taken place at the beginning of this century.

Such research as has been done into the pupil's-eye view of teaching is remarkably consistent. Children prefer teachers who are enthusiastic, know their stuff, can keep order and are fair and friendly without being over-familiar. Above all, however, they appreciate key professional skills like the ability to explain things clearly. In 1935, a researcher called Hollis polled 8,000 pupils about teaching skills, and the ability to explain was ranked first from a set of seven choices. Nearly 50 years later, we gave a set of 32 statements about teachers to a random sample of 200 children aged 12 to 16. They too ranked the ability to explain first, closely followed by a welcome for the use of pupils' Christian names, help for slow learners, and teachers who were good listeners. They hated in particular those who were bossy or not interested in them, and they were not at all keen on teachers who let them mark their own work or did something different if that was what the class wished.

In addition to substantial work on class management, we studied teachers' questions and explanations. Research into teachers' questions has shown that for every five questions asked, three involve the recall of information (What is the capital of France?), one is to do with class management (Have you remembered you exercise books?) and only one in five is what some people call "higher order" questions, that is those

> **'It seems astonishing that we have been so reluctant to place our training effort where it really counts, on the development of classroom efficiency'**

provoking imaginative, speculative or evaluative thinking (What might life today be like if the Spanish Armada had won? Do you think people in cities are more or less fortunate than those who live in the country?).

We persuaded 36 experienced teachers to analyse their own questions, to report the actual wording of questions they asked to bright or slower learning pupils, to keep a record of sequences of questions, and to describe what advice they would give new trainees. A wide variety of question-asking strategies was revealed, some teachers preferring to begin with a simple closed question and gradually extend and lift the level of thinking required, others beginning with a much more open question and subsequently narrowing the field down to focus on more specific matters.

Another absorbing study we conducted was an analysis of videotapes of 27 science teachers explaining topics such as living energy, polluted streams and soil as an ecosystem to classes of 11 and 12-year-olds. Observers were asked to rate the competence of each teacher and the children were given tests to see how much they had learned, so that effective and ineffective explainers could be identified. Good explainers made greater use of concrete examples either given by the teacher or elicited from the pupils, were able to focus sharply on the key concepts, and varied the level of demand on the pupils according to their ability. Poor explainers overwhelmed children with a confusing mass of concepts early in the lesson, and usually failed to summarize what had been learned at the end.

Altogether we carried out 23 research studies of teaching during the 4½ years of the project. These included a job analysis of the work of 531 experienced and trainee teachers which showed that the trainees were not likely to undertake either syllabus construction and pastoral care during their training, even though most of the probationers in the sample had to carry out these assignments as soon as they started teaching. We also studied teachers' use of groups, their teaching of quicker and slower learners in mixed ability classes, and the kind of classroom task they were setting their pupils.

It is no exaggeration to say that all of us in the Teacher Education Project team found the study of teachers' professional skills exhilarating. Some of the most brilliant practitioners were occasionally among the most reluctant to be watched or to talk about their teaching. They seemed to fear that we or their colleagues might think they were boasting. It is difficult to imagine Dr Christian Barnard keeping quiet about heart transplants in case his colleagues thought he was showing off.

Staff meetings rarely concern themselves with classroom skills. In-service courses almost never address directly the honing of teachers' professional competence, yet with an ageing teaching profession, and a forthcoming Burnham pay award likely to include merit payments for the best classroom practitioners, it seems astonishing that we have been so reluctant to place our training effort where it really counts, on the development of classroom proficiency.

Studies of teachers at work have shown they may engage in 1,000 exchanges, ask more than 300 questions, or give dozens of explanations in a single day. Teaching is such a busy job and each aspect of it is rehearsed so many millions of times in a professional career that deliberate analysis of process is vital to ensure change and an improvement in quality. Nearly all the teachers who analysed their own or a colleague's lessons, or tried out classroom-focused training materials, said it was among the most interesting assignments they had ever undertaken. One hopes the movement towards greater emphasis on the nurturing of professional skills continues to spread in initial training, and to make a much greater impact on in-service work.

The findings described in this article are published this week by Croom Helm in Classroom Teaching Skills, *edited by E C Wragg.*

The FOCUS series of training booklets on class management, questioning, explaining, teaching bright pupils and slow learners, handling classroom groups and mixed ability teaching is published by Macmillan who will also publish, later this year, a set of eight more on the teaching of maths, history, RE, modern languages, science, home economics, geography and English. Clive Sutton's book on language, Communicating in the Classroom, *is published by Hodder and Stoughton.*

FEATURES

"It is brilliant for your brains".
"It helps you not to be impulsive – before I used to rush into things".
"It helped me from being frightened of new things".
"It made me think".
"It helped me do my other lessons".

It makes you THINK

In response to Sir Keith Joseph's call for 'reasoning skills' to be taught, the new Curriculum Development Council is promoting a method of increasing children's powers of thought, in spite of doubts about the way it has been introduced in this country, Howard Sharron reports.

These are all children's reactions to instrumental enrichment – a radical curriculum development pioneered in Israel and recently introduced into Britain by the Schools Council and five education authorities (see *The TES*, May 27, 1983).

Its developer, Professor Reuven Feuerstein, claims it can dramatically improve children's intellectual performance through a series of abstract thinking exercises – literally helping retarded children to learn how to learn.

After a two years' trial, involving around 250 pupils, the School Council's evaluation report finds that, overall, children and teachers benefited from work based on IE exercises. Six authorities have been impressed enough with the results to commit themselves to continuing with the programme, and at least ten others are thought to be interested.

The new Curriculum Development Council, under the chairmanship of Professor Roger Blin-Stoyle, has agreed to disseminate the findings of its predecessor and is considering further development work in this area in response to Sir Keith Joseph's call for more effort to develop reasoning skills across the curriculum.

But critics of the report are concerned at the lack of scientific evaluation of the use of this method in Britain, and at the way education authorities are rushing headlong into buying this expensive curriculum package marketed by an American company.

The comments of the children are anecdotal evidence, at least, that some of the aims of instrumental enrichment are being reached. Feuerstein believes backward children lack important mental capacities such as the ability to make comparisons, to link cause and effect or to apply previous experiences to novel situations. Normal cognitive development is disrupted, he says, by the lack of adequate *mediated learning experiences* through which others – usually the child's family – help a child to structure his or her perceptions of the world and develop the powers of intellectual generalisation. Without these a systematic approach to problem-solving cannot be sustained and children are unable to learn how to apply knowledge, gleaned in one context, to another.

The IE exercises, or instruments as they are called, used in the Schools Council project were designed therefore to improve children's ability to think logically, to make comparisons, to understand orientation in space and to develop their analytical skills and perceptions. These exercises require children to analyse and interpret a series of pictures with a moral to them, to compare cartoon caricatures of personalities with real photographs to see what the caricatures were trying to say, or to follow and give exact directions for completing a geometric diagram.

The Schools Council report shows that of the 217 pupils that handed in questionnaires, two-thirds found the work interesting and useful. Half considered it helped them with their work, although the report points out that children might not necessarily be aware of their own progress in other subjects. It also suggests that teachers might still be learning how to "bridge" between IE and other subjects.

Marked regional differences in pupils' reactions suggested that the enthusiasm of teachers was an important factor in how children received IE. In Sheffield, where the local authority was "very committed" to the method a greater number of children found the work was interesting and that it helped with other school work. But in Coventry, where teachers "retained a greater degree of detachment" the figures were lower on both counts.

Virtually all teachers found it a useful classroom tool; most felt it had encouraged their pupils to reflect and gain new insights, and still more indicated that it had stimulated classroom discussion.

However, less than half were sure that other subjects had benefited. Among the improvements the teachers believed had occurred were better vocabulary and thinking skills, greater motivation as well as improved behaviour. Improved confidence and inter-group cooperation were less evident.

Chris Portal, a lecturer at the Manchester University Department of Education, acted as one of the five regional evaluators. He finds: "There is virtual unanimity that the structured and progressive nature of IE has been helpful to many pupils in reducing impulsivity, developing analytical powers and improving behaviour and responsibility".

In Manchester, as in Coventry, there was however, no difference in IQ scores before and after the instruction programme. On its own this might not be particularly significant: it is not the only measure of a teaching method's effectiveness and might not even be the most appropriate, especially as Feuerstein's whole *oeuvre* disputes the validity of IQ tests or the existence of a fixed measureable intelligence.

But the absence of any other objective measurements or the establishment of proper control groups to compare IE groups with, was a serious cause of complaint when the Schools Council called together teachers, administrators and educational psychologists to discuss their report at a recent conference in Oxford.

Dr Michael Sheyer, a researcher at Chelsea College, who has been investigating IE independently, pointed out that the absence of scientific testing of IE was in stark contrast to Feuerstein's own approach. Feuerstein used the most elaborate tests in addition to his Learning Potential Assessment Device which measures a child's ability to learn by repeated test, teach and retest routines.

Chris Portal, despite being very positive about IE and even recommending it as a possible core subject for lower secondary or middle school curricula, urged caution because of the "Hawthorne" or "halo" effect; the tendency for any novel scheme to show apparent improvements to begin with.

The Schools Council, it was suggested, should have set up a control group of children and used criterion-referenced measurements to assess what a child could do in different disciplines before and after the IE programme.

Alma Craft of the Schools Council explained the difficulty of mounting anything more than a low-key monitoring project: the Council was only invited to assist in the evaluation after local authorities had already become interested in running their own projects; it only had £2,000 to spend and the Council was closed down in mid-stream cutting the whole scheme short.

The American company marketing IE at £12 a child, Curriculum Development Associates, also seems to have lobbied quite heavily for a rolling programme of "action research".

Frances Link, the company's chief associate dealing with the British connexion argues that it

Professor Reuven Feuerstein and IE in use at Priory Park school, London.

was pointless doing basic research on IE when that had already been done in Israel and the United States. She also maintains that control groups are impossible to construct because there are so many variables, and that conventional standardized tests are unable to measure the intellectual developments produced by IE.

But the debate about the evaluation of IE involves more than concern about the unusual phenomenon in Britain of private curriculum development companies selling their wares.

Doubts have also been raised about the way Curriculum Development Associates has applied a method, developed in clinical practice in Israel, to the classroom. The individual assessments of children using the Learning Potential Assessment Device was, for example, a crucial part of Feuerstein's practice in Israel, as was the involvement of the child's immediate family. Both are absent in the CDA's version of Instrumental Enrichment, which is reduced to a series of exercises.

This could be one of the reasons why nothing like the amazing transformations Feuerstein produced with children in Israel – taking the educationally sub-normal to university level – have been repeated in British schools. It seems to be accepted that in the classroom, to date, IE has only generally improved children's performance by a small amount (about half a standard deviation).

The failure to carry out properly controlled evaluation in Britain says a great deal about the general disregard for scientific assessments of new ideas. In the case of IE it might also rob us of an opportunity to understand the potential and the limitations of a remarkable educational development.

FEATURES

Too little, too late

Graham Williamson finds much to criticize in recent HMI reports on first and middle schools

The 1964 Education Act made it possible for local authorities to reorganize their school systems with ages of transfer more suited to their needs. Eight or nine and twelve and thirteen emerged as the most popular contenders for the new breaks in schooling. As a consequence three new schools emerged – first, middle and upper.

In 1968 the first children entered the new schools and today, 16 years later, approximately 22 per cent of English 11-year-olds in maintained schools attend middle or first schools. It is perhaps unfortunate that the new title of "middle" school has concentrated public attention upon them and diverted it from the system of which they are part.

One might have expected a new development on such a large scale to attract the attention of large scale research projects. Only to a limited extent has this been true. The enterprising Middle Schools Research Group has supported a great deal of research which has generally been small-scale. It has also published a reader and expects to produce a second. Taylor and Garson's survey of middle schools was undertaken in 1978/79 and published in 1982. But very little research of a substantial nature has been undertaken on first and upper schools.

It was therefore generally regarded as good news that HM Inspectorate proposed in 1977 to attempt systematically to survey these new schools. A first school survey was completed in 1979, a 9 to 13 middle school survey in 1980 and an 8 to 12 middle school survey in 1981. Incredibly, and without explanation, they decided not to look at the new upper schools, thus invalidating any attempt to look at the new system as a whole but enabling critics to pick off parts of the system one at a time. Their publication dates have aided this process. The illustrative survey of first schools came out in 1982, the 9 to 13 middle school report very late in 1983 and we still await their comments on the 8 to 12 schools.

Why have these reports taken so long to emerge? There are no explanations in the reports themselves and some sources have suggested that the authors could not agree upon their conclusions. The 9 to 13 survey is reported to have gone through 26 drafts. In consequence, the evidence, conclusions and recommendations are well out of date. Most local authorities have taken, or are taking, action to remedy problems described without the benefits of comments which would have been useful two or three years ago.

None of the foregoing inspires confidence in the audiences for whom these illustrative surveys are presumably intended – teachers in first, middle and upper schools and administrators responsible for them. What of the content of these reports?

The methods of conducting each survey are described briefly. Essentially each school was visited for one or two weeks by a flurry of inspectors described in the 9 to 13 report as "with particular knowledge of middle schools and experience of inspecting the 9 to 13 age range, as well, as specialists in subject areas". We know from reports from the schools inspected, that the specialism in subject areas was a significant factor. We know from the 9 to 13 report that 10 to 13 inspectors took part in each inspection, but, in accordance with HMI traditions of anonymity we do not know who they were or their particular interests.

The reports also follow another tradition of HMI writing in ignoring all other works recently published on these schools whilst assiduously commending the DES publications whenever a reference is even marginally apposite.

The first school report claims to be different from the earlier HMI report on primary education as it was "designed to include more descriptions of children's work and . . . makes less use of statistics". The 9 to 13 middle school report describes itself as providing "a 'snapshot' of the life and work of 48 9 to 13 middle schools during a particular period". Unlike its companion it is backed up by a mass of statistics. Unfortunately, the anonymous authors have chosen to publish only some of the details of how they collected their information and the conclusions they have come to about it. The raw data are presumably locked away in Elizabeth House. The conclusions are unchallengeable.

The main body of each report is a description and report on the data collected in the surveys. It is characterized by a level of confident studied vagueness which would not pass muster in an undergraduate essay. It damns the teachers by faint praise and, leaving them defenceless in being unable to challenge the conclusions, opens the field for critics of these new and vulnerable schools to use those reports as a rich source of quotation backed, apparently, by the status of Her Majesty's Inspectorate.

Thus we are told in chapter two of the 9 to 13 school survey: "A few schools achieved good standards in almost all parts of the curriculum and a further third achieved generally satisfactory standards ... judged to be fairly satisfactory, though within a wide range, where there were good levels of performance in some subjects and where work was less satisfactory in a number of others. In a small number of schools performance was considered less than adequate in most parts of the curriculum, often because the curriculum was too narrowly based and lacked extension".

This is doubtless a summary of a great deal of careful judgment based upon experienced observation, but nowhere can we check it. What exactly do they mean by generally satisfactory or fairly satisfactory? Teachers have rightly been criticized for using these imprecise terms in reports upon children. They can fairly criticize their inspectors for being equally vague about them. One can also indulge in some fascinating statistical analyses with this paragraph. What exactly is one-third plus two-fifths plus a few? By my calculations it suggests that almost 80 per cent of our 9 to 13 schools are fairly satisfactory or better. That sounds pretty fair to me!

Both reports comment briefly upon the social organization of the schools, the behaviour of children and the relationships between teachers and children. The first school report indicates "that personal relations in first schools are very likely to be good". The 9 to 13 middle school report comments: "In almost all the schools visited, children's behaviour was judged to be good or very good. The general picture which emerged from the survey was of relaxed and orderly communities in which teachers were friendly and consistent in their dealings with pupils and where children responded with friendliness and respect towards their fellow pupils, members of staff and other adults". Both reports go on to describe the breadth of activities in and out of school which help to foster these high standards.

These are quite remarkable achievements and major contributions to the children's social education and yet the first school survey devotes eight lines to them in six-and-a-half pages of its summary and conclusions and the middle school report ignores them altogether.

We are left in no doubt about where the inspectors' preoccupations lie and what their biases are. The curriculum and its organization is central and the curriculum is clearly viewed in terms of specialist subjects. Inevitably this is less obvious in the first school survey though, even there the curriculum is discussed in terms of mathematics, English, geography, history and science.

Both reports call for more effective deployment of specialist teachers, an argument which echoes the recommendations of the earlier HMI report on primary schools. The middle school survey goes further and claims statistical evidence that standards of work in the schools were affected as follows:

	Per cent
By resources	39
By strength of head's incluence	16
By number teaching single subject for more than half a week	15
By number who teach subject they were trained in	10
By size of school	9

Figures such as these have a fine way of looking impressive but, in the absence of the original data and clear knowledge of how such extraordinary measures as strength of the head's influence were calculated extreme scepticism seems the only reasonable response.

It would be remarkable if a team of inspectors, the majority of whom were subject specialists, did not note deficiencies in the teaching of their particular subjects when they were dealt with by teachers trained for other areas of work. Wise teachers will note such observations but they also have to weigh up in their own minds how much of the remarkable success of their schools in the pupil's social education is due to the stability and consistency of so many children having regular or lengthy contact with one teacher. There is a difficult decision about the balance of specialism against stability which heads have to make in the peculiar circumstances of their own schools. Neither of these reports would help a conscientious head to achieve the balance. The statistics in the 9 to 13 report are merely confusing.

Both reports conclude by mildly commending the efforts of the teachers in these schools in achieving standards not markedly different from those of comparable schools dealing with children of the same ages. The first school report is quite masterly in its determination to say nothing in particular and say it very well. "The survey does not offer suport for the argument that first schools should revert to infant or junior with infant schools; nor does it lead to the view that their number should be increased."

The middle school survey similarly found: "The middle schools reported on in this survey revealed many of the same strengths and weaknesses found in inspections of primary and secondary schools."

The authors then go on to point out that "when middle schools were established in the 1960s the choice of 9 to 13 middle schools was based on a number of assumptions about stability in educational provision and demand that have not been borne out with the passage of time". *This is fair comment as is the very brief explanation of how* small middle schools can be disproportionately expensive if they are to maintain an adequate breadth of curriculum.

The middle school report finishes ominously on an economic low note: "Some of the practical difficulties facing 9 to 13 middle schools have been revealed in this survey and, in the present circumstances, carrying the relatively high costs of middle schools sharply decreasing in size will have consequences elsewhere in the system. Moreover, the findings about relationships between size of school, subject teaching and higher standards of work, raise the questions about the provision of effective and efficient education for 9 to 13 year olds that go beyond the particular issue of middle schools themselves."

This is an unfair and misleading end to a report that reveals much that is good. The findings referred to are extremely dubious, the best verdict one could expect them to obtain in a properly conducted academic judgment would be unproven.

Neither of these exploratory surveys contributes much of value to the current debate on the future of first-middle-upper school systems. They could have been of value if an upper school survey had been undertaken concurrently, if they had been published earlier – if necessary "warts and all" – as contributions to the debate and if their authors had been less secretive with their figures.

As it is, local authorities through their officers, their advisers and their teachers have been left to make many of the hard decisions and solve many of the difficult problems alluded to briefly and belatedly in these reports. Many are solving the problems by school closures, amalgamations, astute use of staffing resources, re-training and a host of other tactics.

The HMI could learn a lot from observing what education officers and teachers are doing to solve their problems in these schools. The officers and teachers have little to learn from their reports.

❛ Each report is characterised by a level of studied vagueness which would not pass muster in an undergraduate essay ❜

The Middle Schools Research Group reader Middle schools: origins, ideology and practice *(Harper and Row 1980). was edited by A. Hargreaves and L Tickle;* Schooling in the middle years *by M Taylor and Y Garson published by Trentham Books (1982). The HMI surveys referred to are:* Education 5 to 9: An Illustrative Survey of 80 First Schools in England *HMSO 1982* and 9–13 Middle Schools: An Illustrative Survey *HMSO 1983.*

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THEATRE FILMS TELEVISION ART MUSIC THEATRE FILMS TELEVISION BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS BOOKS VISION ART MUSIC THEATRE FILMS TELEVISION ART MUSIC THEATRE

Anne Stevenson, a poet who has recently worked in schools, on how some teachers dam up their pupils' literary growth, and how others give it impetus

'Creativity' and creativity

When I was in the sixth grade at the Worthington Hooker School in New Haven, Connecticut, I had an English teacher called Miss Turbot. Miss Turbot was a portly lady in her fifties, with white hair bound in a puce turban (for a long time I thought her name must be Miss Turban) and a complexion which alternated between salmon-coloured flush and cheese-like pallor.

On cheesy days we had grammar: "Anne Stevenson, what is an adverb?" Me, (faintly), "An adverb is a word that modifies a verb, an adjective or another adverb." "Correct." (Relief), "Now, Peter Brown, there are two adverbs in the first sentence in your workbook, page 56. Which are they?" Peter Brown, a diminutive boy with a bullet head in a crew cut, shrivels into his seat. "I dunno, ma'm." (Explosion) "You don't know? Where have you been while we've been doing adverbs? Have I been teaching the empty air? Every person in this class should know their parts of speech inside out and upside down. Nancy Hirth, show us the adverbs in that sentence!" Nancy, a 'smart' girl and my best friend, smugly points out the required modifiers. Miss Turbot siezes Peter by the ear. "Do you see that?" "Yes, ma'm." "Are you going to be able to recognize adverbs when you see them in the future?" "Yes, ma'm." "Good."

On salmon-flush days we had poetry. "Today, people, I want to be entertained. Who's got a poem? 'The stag at eve'? 'The Highwayman'? 'How they Brought the News'? 'Horatius at the Bridge'? Come on, people, who's ready with a poem?" I loved salmon days. Miss Turbot would settle into a chair at the back of the classroom, a large, derelict black handbag in her lap, sipping from a bottle of "medicine" wrapped in a paper bag, and beating time with her hands and feet; while we recited poem after poem in a competitive spirit which was, none the less, unterrifying and exciting. Thus, I like to think, filled to the brim with memorized rhythms of Victorian English verse, I began to write verse myself.

The image of Miss Turbot, with her "medicine" bottle and her love of poetry and grammar (someone told me later that she'd been dismissed for "intemperance") mingles with other, earlier images: after the first day of school, returning to my mother with the staggering information that "when you read you don't look out the window, you don't look at the pictures, you look at the words;" or suddenly picking *Death Comes for the Archbishop* out of my parents' bookshelves and reading the entire first page, without understanding many of the words, but getting the idea, getting the story. These memories, which must be like those of thousands of other people, convince me that Frank Smith is absolutely right when he says in his recent *Essays Into Literacy* (Heinemann Educational £7.50) that "there is only one essential precondition for children to learn about language, and that is that it should make sense to them."

Smith is less concerned with overtly "creative" aspects of language-learning than he is with the psychology of how we read, and how, using our own experience, we should go about intelligently teaching young children to be literate. Yet his empirical, pragmatic approach will be more useful to teachers of "creative" children than many more experimental, progressive methods, I like Smith because he mistrusts methods.

The key chapter in *Essays Into Literacy* has to do with the metaphor we use in thinking about language. Typically, Smith looks at the going metaphor – language as information-shunting – and finds it inexact. Human brains are not very good information stores; the simplest computer can do better; learning is rarely a matter of acquiring information (Louise Rosenblatt's *efferent* reading, as opposed to *aesthetic* reading) anyhow. No, what the brain really is, says Smith, is a creator, an artist, a maker of worlds "for itself and for others", not a "dealer in information".

If we take the brain to be a creator, or an artist, how does that metaphor change our notions about teaching and learning language? Certainly, even if we concede that computers can be useful aids to some kinds of education, a child conceived as a learner-creator is a different being from a child conceived as a blank page or a blank tape waiting for information to be inscribed on it. Most English teachers I've encountered *behave*, at least, as if they agreed with Frank Smith. Maybe I've been lucky.

My own experience suggests that the best teachers are "master teachers" who know and care more about what they teach than how they teach it. Miss Turbot's methods of teaching poetry – alcoholic though she may have been – were surely good methods because she loved poetry; it was this love [illegible] ordinary American school children, to learn so much

Tennyson and Macaulay by heart. I was, in fact, well-taught in English all though my American progressive education. All my English teachers loved literature. And they all, without exception, marked me down severely for sloppy sentences, bad spelling, bad hand-writing and indiscriminate haste. Perhaps because no one told me I was "creative", I desperately wanted to write. I was grateful for help in getting the recalcitrant words down on paper; and I was infinitely grateful to be given time to read. I wanted to read all the time.

You will argue, perhaps, that I was an exception; that most children come from non-reading households and do not instinctively want to read or write or learn poetry by heart. Again, I refer you to Frank Smith for a persuasive statement of the contrary view.

He has apparently long been famous for his attacks on educational training and on interference in training by outside specialists. The first two essays in this new collections are lively Jeremiads from 10 years ago. It may still be true, that "the prime concern of schools is getting through the day, not with creativity, nor with intelligence", just as it may be true that primary teachers are still taught Twelve Easy Ways to Make Learning to Read Difficult. I have to confess myself, though, that as a "poet-in-school" I have never encountered a single teacher who was not, if anything, overly concerned with creativity. Nor have I found any of them to be slaves of a system. So my criticisms of teaching in England – tentative as they must be from so little experience – are not Smith's, unless Smith, too, would argue for more subject matter and less psychology.

* * * * *

Let me use examples from two recently published books by teachers, for teachers, about teaching: Robert Protherough's *Developing Response to Fiction* (Open University Press £6.95) and Helen Cowie's *The Development of Children's Imaginative Writing*. (Croom Helm £14.95.)

Protherough, who teaches teachers at Hull University, is a disciple of Smith's – or, at least his thinking runs along the same liberal lines. He is concerned to "develop" (that give-away teacher-word) in children what should be a natural appetite for stories and what would be an appetite for reading if we lived in a less technological, less television and video-riddled society. Like all good teachers, Protherough loves fiction (his subject) as do the five experienced teachers on whose work he draws for examples. I was impressed by Protherough's open-mindedness and knowledge; I was equally impressed by the energy, imagination and self-critical attitudes of his teachers. Any reservations I have are to do, really, with a background echo of self-consciousness, and with the tone of the book, which is decidedly – at least at the beginning – anxious.

Protherough is self-conscious about theories and theorists. He is caught between pundits, some of whom have concluded that "we know nothing about the process of reading and the interaction of man and book" (teaching reading is therefore impossible); others who busy themselves with stimulus-response models and wires to the sweat glands; and others still, Structuralists and their ilk, who believe that the idea of an author is no longer relevant to the idea of a book. Protherough sees the teacher as the man in the middle, "a kind of literary pander, forever introducing kids and books to each other in the hope that they'll fall in love". Well, fine! Protherough and his five teachers are obviously all "learners" in Frank Smith's sense, and should pay no more attention to the clouds of learned ignorance about them than Smith does himself.

Apparently, though, it's hard for teachers to ignore the snowstorm of critical and psychological books produced by academic specialists. Protherough writes with awareness of almost everything that has been written in the field of criticism in this century; and his teachers, earnest and committed as they are, seem to belive that the more they *do*, the more likely their pupils are to fall in love with books. This means, I think, that everything they teach is in some sense an exercise in active imagination. How much response can I get out of these children? How can I keep them creatively busy? Keith Bardgett's list of possible activities in connexion with teaching Robert Westall's *The Machine Gunners* includes writing alternative endings, taping interviews with the characters, drawings, making exhibitions of war poems, speeches and extracts from books about the war, writing poems, writing playscripts, imagining continuations of the book, conducting a trial of the main characters, and so forth.

All these activities seem to be admirable in themselves (some of the poems are quite excellent); but I am left wondering, "what happened to the book itself?" It never seems to have had a chance to stand on its own as a piece of writing; everything that happened in the book seems to have been converted into something other than the book.

Judith Atkinson, writing of her experience of teaching three stories about animals to a mixed group of 13-year-olds, similarly lists her "activities", but criticizes herself for too tight a structure. "In keeping relentlessly to my 'plan', I had moved everything on too quickly and had not allowed time either for enough individual reflection on the stories or for longer-lasting and more open-ended activities." Precisely my opinion; I think Judith Atkinson would understand my underlying unease.

One of the troubles all these teachers encounter is that democratically "mixed-ability groups" in comprehensive schools have to be drawn together in some way, and the most effective way is to keep the kids busy with "activities" so that those who are slow readers will not hold the high-flyers back. At some point streaming *must* take place. I can't understand why teachers these days are so against it. Surely in teaching a novel like *The Wizard of Earthsea*, it is counter-

> **'It is anti-creative for teachers to observe and measure everything a child does'**

productive to put a class though John Foggin's "instant book" – maybe the most insidious idea since instant coffee. As a child I would have called it "ruining the book", for reading was somehow a sacred thing; I hated to have to sit through disembowelments and summaries.

However, it's certain that these teachers are teaching a lot of children, well; an immense improvement on the Mr Brocklehursts and Miss Murdstones of Victorian times. *Developing Response To Fiction* is a good book and a much needed book in these days when literacy, in many quarters, is scarcely even a recommendation for success.

With Helen Cowie we return to primary schools again: the title, *The Development of Children's Imaginative Writing*, speaks for itself. It may seem odd, since my own experience in English schools has mainly been as a visiting poet, but Cowie's book was the only one of these that gave me pause. As I read I began to make notes of my doubts, but these had less to do with the aims of the teachers who contribute to the book than with my feelings about creativity in children in general.

Helen Cowie is under the sway of Donald Graves, whose Summer Writing Programme she attended in New Hampshire in 1982. Graves thinks that children and adults encounter similar problems in writing: writers' block, troubles with beginnings and endings, impediments to revision and so forth. By working in tandem with their pupils, writing themselves and fostering creative attitudes in the "writing community", teachers will teach by learning, and all will benefit. "We all gained from the experience of being part of a writing community!" Cowie writes in her introduction, "'Finding a voice' and learning not to put 'fingerprints' on another person's piece . . . were ideas which could usefully be put into practice at any level by teachers who were concerned to foster writing abilities."

What's wrong with that? Well, I suspect I am again troubled with some memories of my own: miserable days as a "low-ability" pupil at the John Dewey School in Chicago in the Forties – never so wretched as when persuaded to take part in nebulous "creative activities". Certainly as a child I was against being "fostered". I wanted to learn things and I wanted to be liked, but also a part of me wanted to be left alone. Writing was a secret, almost sacred enactment to be indulged in by flashlight under the bedclothes; I would have died rather than share my efforts with a "writing community" – though I did confide in certain teachers. School, however, was a brutally social stage-like place (like the world) in which who was whose best friend and what so-and-so dared do in the singing lesson and, most of all, whom you were in love with predominated over everything else.

* * * * *

My inkling is that children need two worlds, a private one and a public one, just as adults do. I am suspicious of a "writing community" just a I am suspicious of writing workshops in universities. Children are just as various in ability as adults, and it is a romantic illusion to imagine they are gifted equally as writers. Are they gifted equally as musicians or artists? Usually, too, there is something concealed, or sideways, about a real creative gift. It keeps itself hidden in the unconscious and takes a lifetime to develop. It is anti-creative for teachers to observe and measure everything a child does. And it is fatal to let eight-year-olds imagine that they are teaching you (though, of course, they are) for that undermines the natural hierarchy of the child's world.

I don't believe, either, that children who can hardly manage to form letters with a pencil are ready to "find their own voice", although often apparently backwards children can surprise themselves and their teachers by writing something unexpectedly moving. In that case, we should praise them *without making too much of it* and raising expectations that the child will later not be able to fulfill. The examples of children's writing in Helen Cowie's book are atrocious, of a much lower standard that I have learned to expect from children in English schools. Those children must have known how far their efforts were from a desirable standard, and if their teachers "fostered" them into believing that their work was good enough for a book, then they were kidding themselves and the kids, too.

I don't think I am being anti-creative in my criticism of the Graves/Cowie methods. I am only speaking from experience of bad writing I've found in schools where "creative writing" is emphasized at the expense of reading, spelling, sentence-making and hard thinking. During a brief period in the Sixties I was working as an assistant teacher in a famour progressive school in New England. The most popular class I taught was a voluntary class in grammar (shades of Miss Turbot) at lunchtime. All right, few of my pupils like the school lunches, and with me they were permitted to bring sandwiches. But they wanted, too, to learn to speak confidently of verbs and clauses and tenses – terms they had vaguely heard of but never used.

I have been too hard on Helen Cowie's book, for it is full of challenging ideas and well worth reading. It contains the best teaching essay I have come across on images in religion ("Images for Life?" by Judy Ollington) and the book's general emphasis on make-believe and lets-pretend in early education makes sense to anyone who remembers how it felt to be a child.

All three of these books, then, engage earnestly with the processes of learning to read and write. If I seem to belittle the role of "creative writing" it is only because as a writer myself I know the pitfalls of overpraise at school for work of a low standard that will be rejected in later life. Everyone, on the other hand, can learn to read and enjoy reading. If Frank Smith is to be believed, it seems we learn to write by reading, but oddly enough, we don't learn to read by writing. Let me finish by directing attention to the reading-inspired poems Keith Bardgett elicited from his pupils after reading *The Machine Gunners* (*Developing Response to Fiction*, pp 79-86) and suggesting that teaching writing through reading may be the most "creative" approach

ARTS

Necessary fictions

Tom And Viv. By Michael Hastings.
Royal Court Theatre.
Strider – The Story Of A Horse. By Mark Rozovsky.
National (Cottesloe) Theatre.
St Joan. By Bernard Shaw.
National (Olivier) Theatre.
See How They Run. By Philip King.
Shaftesbury Theatre.
Rents. By Michael Wilcox.
Lyric Theatre, Hammersmith.

Tom And Viv is a seriously attempted play about serious people. Tom is T S Eliot; Viv his first wife. He had her declared insane and put away. She was thus obliterated from his life and, it seems, from public record. Eliot's life without her is well-documented; hers with/without him largely unknown. Their life together is to be glimpsed only in reflections from other people's eyes: those of her brother Maurice Haigh Wood, her friend and druggist Louise Purdon and, at greater distance, Virginia Woolf, Katherine Mansfield, Edith Sitwell.

Michael Hastings sticks closely to the facts as those onlookers present them. Without Eliot's own testimony the record is partial, superficial, fragmented. Eliot's executors appear to have blocked Hastings' efforts to discover the truth about his first marriage, so these biographical fragments are welcome additions to public knowledge of one of our greatest poets of interest to all Eng Lit students.

The play itself – divided baldly into seven chronological parts, 1915–47, with jarring use of information-dialogue – needs rewriting. Hastings, trying to be scrupulously fair to Eliot, fears to leap the creative divide between reported fact and necessary fiction to show us imaginatively what Viv's hormonal imbalance did to Tom as artist.

Bad plays, however, provide opportunities for good actors and the great pleasure *Tom And Viv* gives springs from Max Stafford-Clark's direction of six superlative actors. Julie Covington's mercurially unstable Viv is entirely credible and moving; Margaret Tyzack makes her no-nonsense mother formidable and touching; David Haig's Maurice is a splendid silly-ass failure deserving Tom's friendship and Viv's love; Nicholas Selby doubles Viv's indifferent father and her private-detective minder; Deborah Findlay, saddled with a cockney accent to denote her lower class, develops Louise from chemist's assistant to staunch friend and protector. Tom Wilkinson doubles as Tom and (confusingly) Todd – a US army doctor brought on as postscript to explain Viv's condition: his Tom is a Christian stoic forcing his pent-up emotions and energy into his writings – admirable but unknowable.

Admirable but unknowable might also serve to describe the life of a horse. But that would be no bar to Tolstoy's genius, nor to his anthropomorphic treatment of a horse's life as a commentary on the values of class-ridden Tsarist Russia. His story Kholstomer (Strider) has been turned into

Michael Pennington (Strider) and Dinah Stabb (Vyazopurikha) in a scene from "Strider – The Story of a Horse"

"a play with music": *Strider – The Story Of A Horse*, written by Mark Rozovsky, the Soviet theatre's wunderkind. Rozovsky's own "total theatre" production has triumphed in Europe, Asia and America. In London Michael Bogdanov directs and it might have been tailor-made for him. Unashamedly sentimental, Strider takes us through a pie-bald thoroughbred's life: ostracism, shamefully violent gelding, recognition and triumph, cruelly brutal destruction.

It is a painful story of man's inhumanity to man and beast: a boldly simplistic, moral-laden, lehrstück. One can see why it was so successful in Russia. Bogdanov's delight in multi-disciplined theatre shows in his handling of actors as chorus, equestrian trained horses, singers and stage-props. David Toguri's horse-movement is important. Stephen Brennan trebles a wonderfully dashing horse with a braggart count and a faceless lieutenant; Clive Arrindell details Prince Serpukhovsky's decline from dashing hussar through ruined sponger to glittering corpse; Dinah Stabb also trebles as the loving mare Vyazopurikha, the faithless Mathieu, the grossly pregnant Maria.

They are all excellent, but Michael Pennington's metamorphosis as Strider is truly astonishing. From disgusting old age back through birth and growth, joy, pain and disillusion, it is a performance to marvel at. Sub-Brechtian songs punctuate and underline the style of the production which is just too long for a one-acter.

Too long because too slow is Ronald Eyre's production of *St Joan*. John Gunter's "illuminated-book" settings inform each act and assist the pageantry Eyre successfully employs. Apart from John Savident's excellent worldly Archbishop, the actors turn in performances from creditable to downright bad. Cyril Cusack picks his way through the Inquisitor's great speech like a nervous fire-walker. Frances de la Tour lacks the heroic fire Joan needs; never romantic, she is wonderful in adversity, a very commonsense saint.

Common sense has nothing to do with the idiotic delights of *See How They Run*, superbly acted by a star-studded cast. Maureen Lipman must be the funniest woman in London; Derek Nimmo the best *farceur*. Brilliant business, expert timing, clear characterization are the marks of Ray Cooney's direction. The result is laughter all the way in a welcome revival. The revival of *Rents*, last year's successful account of Edinburgh rent-boys (prostitutes) is heavier-handed than the original and loses bite in William Gaskill's fussy dated production.

John James

Future imperfect

Database
Big Brum TIE Company tour for Birmingham and Solihull secondary schools.

This 90 minute programme aims to get 12 to 15-year-olds, "to assess and question the role that computers will play in their life", by means of a short science-fiction play followed by an in-role discussion with the two characters.

Crisply contrived within a smart, portable set, the play juxtaposes two future societies created from an imaginary projection of two extremes in our own: machine-dominated efficiency vs back-to-Nature humanity, or the perfection of skills vs the pursuit of wisdom. The children are asked to choose between them or ideally, consider ways of building a society from the best elements of both.

Some simplification is inevitable in a 40 minute play and the script poses a rather facile projection of a high-tech society. Teachers will need to back the production's strengths as a catalyst for talking and writing with practical information if discussions are to do more than wander guilelessly over broad, philosophical concepts.

The production can be booked or a teacher's pack obtained by phoning 021-778 2455.

Ann Fitzgerald

Gifts from Glasgow

Sir William in Search of Xanadu
Channel 4 tomorrow 8.30p.m.

When Alastair Moffat was doing some street filming (*vox pop* in television jargon) for *Sir William in search of Xanadu* he pointed his camera at a surprised old gentleman and asked him if he knew anything about the Burrell Collection which had just been unveiled in the magnificent new Glasgow gallery. The gentleman did. He turned out to be one of the few people alive to have been given a guided tour of Hutton Castle by Sir William Burrell himself when the castle was the collector's home and "pleasure dome". Hugh Walker had gone there as a young company representative to install a refrigerator, and had astonished Burrell with his knowledge of art – a knowledge acquired during a brief spell at the Glasgow School of Art.

The documentary doesn't tell whether the fridge was successfully installed or not, but what it does give is a fascinating glimpse of an unusually relaxed William Burrell baring his mind and ego to a young man whom he didn't imagine to present any threat to him. "And which is your favourite?" asked Walker, gazing in awe at 150 Crawhall watercolours in one room. "That one," said Burrell, pointing to a swan, "because I was outbid for it once at an auction and I won it back." Not because of its peace or its beauty or its delicacy, but because he won it in the end!

It was Moffat's good fortune that one of his star performers turned up like that by chance. A lot of thorough research went into the tracking down of a parade of knowledgeable, articulate, contemporaries like Gertrude Hunt (Burrell's art dealer and close friend), James Mitchell (his doctor), and housekeeper Lexi Lessenger whose eyes still shine as she recalls the day, in 1942, when she opened the door of a vast safe and found herself gazing at an "Aladdin's cave of priceless crystal vases"; the eyes harden when she recalls how every peach and grape that came in from the garden was counted.

With immaculate sensitivity Moffat encourages his people to give their personal impressions of the character of the intensely private "magpie millionaire" who bought his first painting when he was 15 and over the next 80 years built up a collection valued at £100 million. And it's not a very lovable character that emerges.

But what is totally enchanting is the way in which Moffat (who is scriptwriter and director) weaves old and new into a tapestry as colourful as one of Burrell's own. With skilful shooting, mixing, and cross-cutting the modern galleries in Pollok Estate have been visually blended into the ruins of Hutton Castle so that one can imagine one's self walking through its rooms and corridors as Hugh Walker saw them 50 years ago. Gordon Jackson's commentary is so discreet and the music so unobrusive that one can relax and revel in Degas and Manet and a hundred others, and sense the feel of a Grecian arch a thousand years old.

Finlay J Macdonald

Competition pieces

Colchester Youth Chamber Orchestra: Student Composers' Competition Concert.
St Mary's Arts Centre, Colchester.

This is the first time the CYCO has run a composers' competition and the standard of the four pieces played at the final concert on February 12 should ensure the future of the event. The competition was judged by local composers Nigel Hildreth and Roy Teed and sponsored by Property Associates Ltd.

Jane Graham's *An Autumn Walk* for clarinet and piano was a pleasant if somewhat conventional mood piece with attractive ideas varied rather than developed. A similar tendency to try something first this way and then that as opposed to following through a natural (or even unnatural) growth was evident in Simon Eavery's *Serene Ideas for String Quartet*. Another superficially attractive piece, it owed something to both Samuel Barber and Vivaldi; it had a good sense of line, with phrases building and breathing with a degree of inevitability and was well conceived for the medium.

Melody and *Dance* for wind quintet won the competition for George Byford. A kind of diptych, two independently conceived pieces reflecting on each other, this was accomplished, extremely happy music. The ensemble-writing was nicely integrated, with principal and accompanimental roles inventively balanced. *Dance* in particular was rhythmically adventurous, with a slightly harsh, nervy feel to it. This rhythmic tension was heightened by an intelligent use of silence, both for dramatic effect and as a bridge between ideas.

The final piece, a five-part *Dectet for Strings*, by Orlando Jopling, earned high commendation from the judges. This was a bold conception, with a notably ambitious opening in which sounds were broken up (or perhaps broken *down*) into isolated components. Pizzicato episodes alternated with denser textures, hinting sometimes at canonic writing. Occasionally, though, the musical scheme owed more to theory than experience, the slide-rule rather than the ear. Orlando Jopling conducted the work himself with clarity and authority.

Jill Burrows

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OUTWARD BOUND

ARTS

Promoting poetry

David Self reports on the educational activities of the Poetry Society

Thirty or forty people are gathered in an upper room, listening attentively to the, shall we say, vintage actor Cyril Luckham. His subject is "The Art of Verse Speaking". He talks of "the golden voice of Sir John", of "dear Sybil" and of "that *lovely* man, Robert Donat". He reads a few short extracts from well-known poems and appears much moved. His performance is greeted by purrs of approval.

The room is in the headquarters of the Poetry Society, a large house in a decaying square behind Earl's Court station in west London and the event is one of the first of this seventy-fifth birthday year of the Society, an anniversary that is to be marked by a wide variety of happenings grouped under the title "Poetry 84". This particular meeting is of those who teach and examine for the Society's verse speaking examinations. Following Mr Luckham's talk, there are questions from the floor. Most contributions turn out to be short speeches, mainly laments that "young people (and the BBC) are murdering our vowels". There are pleas that "our pupils should learn from memory" (*applause*) and admissions that "I may be old-fashioned", followed by defiant cries of "I *am* old-fashioned" (*approving laughter*).

The verse (and prose) speaking examinations of the Society have long been one of its best known activities, and apparently continue to be popular. Last year there were examinations in over 70 centres with several thousand candidates taking part. The grades range from Spoken Poetry for six and seven-year-olds (time allowed: five minutes, entry fee £2.50) to Spoken Composition for adults (advanced certificate £9, silver certificate £10). Although a publicity leaflet issued by the Society suggests that the examinations will help pupils "find poetry relevant to their lives", and states that they are "designed so that exciting explorations can be made into many different styles and periods of writing", conversation with some of the teachers revealed a preoccupation with metre and posture. A clear impression is given that many present were involved in private teaching or independent schools. However, the officers of the Society are quick to point out a growing participation by comprehensive schools.

All this seems a very long way from the many other activities organized by the Poetry Society. In recent months there have been children's workshops organized by Michael Rosen and others and a course of lectures on the Seven Ages of Poetry – these being a sell-out with O level students cramming in next to OAPs to hear professors and poets talk about the Metaphysicals and Augustans.

The Society also administers one of W H Smith's image-building exercises, the Poets in Schools Scheme. Any school can take part in this popular scheme whereby the Poetry Society arranges three visits by a poet to a school. On his or her first visit, the poet spends half a day working with a group of children. The second visit is a full-day workshop which is arranged to generate creative writing on themes emerging from the first visit. Smiths then provide £40 to produce an anthology of the work resulting which is published on the occasion of the third visit, an evening one to which parents and others are invited to hear the pupils and the poet present some of their work. Smiths ask that in return for this generosity their representatives will be made welcome and given an "opportunity for participation" in the final event.

Fairly obviously there is some sort of gulf between the creative and the examination arms of the Society. This is confirmed by Betty Mulcahy, herself a gold medallist of the Society, one of its general council members and a professional recitalist. She sees it as a gap between the poets and the teachers, aligning herself with the teachers. "Once the examinations made the money. Now there's an Arts Council grant and they don't want to know about the exams."

In fact, without its Arts Council grant (£80,000 in 1983), the Society would not be able to maintain anything like its present range of activities (though it should be pointed out that for every £1 subsidy, it manages to generate £1.50 income from subscriptions and other sources – including examinations).

Founded on February 24, 1909, it is a unique organization with the wide aim of "promoting poetry". It runs the only bookshop in Britain devoted exclusively to poetry and provides a mail order service for its 3,000 members. It owns the above mentioned house in Earl's Court, grandly titled the National Poetry Centre where, besides the bookshop and meeting rooms, there is a reference library, a members' bar and a print shop. It publishes a newsletter and also its quarterly magazine, *Poetry Review*, which has the largest circulation of any British poetry magazine and which, in its 70 years of existence, has published the work of the major twentieth century poets. Additionally, it runs the National Poetry Competition which annually awards over £2,500 in prize money.

A number of other competitions are planned for this anniversary year for both adults and young people. One such event, being run in conjunction with the Society, but also as part of the City of London Festival is "Speak a Poem". To win the £1,000 first prize, indeed to enter at all, you have to live or work in Greater London, and to be over 16. In the first stage, you will have to speak two poems from memory. Successful entrants will go through a series of semi-finals, with the finals being held on July 21 at the Guildhall School of Music and Drama in the Barbican.

It is something of a relief to discover that the world of poetry has not become exclusively a competitive one and to note that there are plenty of other less formal events, culminating in Poetry Carnival UK, to be held next spring. This is an umbrella title for what the organizers are hoping will be hundreds of events to be held in schools and other centres. These may range from workshops, poetry evenings and exhibitions to film and video shows and visits from poets. Like other Poetry Society events, they are intended "to heighten interest in poetry".

Whether it is possible to generate such interest artificially is a matter for debate. For, say, William Wordsworth, to whom poetry was "the spontaneous overflow of powerful feelings", the idea of group workshops writing to order might have seemed alien. Would he have participated in Poetry Carnival UK? Would he have subscribed his annual £9 to be a country member of the Society? Perhaps yes. It is too easy to think of poetry as an exclusively solitary activity. Many poets need meeting places and readers need places where they can meet poets. The Poetry Society provides such a meeting place, even though it may be different things to its different member. It would be nice to think that some of those young people who will be involved in its activities for the first time this year will be adult members at the time of its centenary.

Poetry Society, National Poetry Centre, 21 Earl's Court Square, London SW5 9DE.
Speak a Poem Competition, City of London Festival, Bishopsgate Hall, 230 Bishopsgate, London EC2M 4QH.

Sweet success

When Matt Wotherspoon, a director of Collins, lobbed Maltesers into the audience near the end of the recent one day conference **Children's Books and the Chocolate Factory**, the image of the title had become concrete but we had momentarily come near to farce.

It had been a stimulating day, organized by the Children's Bookselling Group of the Booksellers' Association and the Children's Book Circle, with 12 speakers from inside and outside publishing addressing a packed audience at the Strand Palace Hotel. Among them Brian Brown of Sutton Library had described how his event-and-celebrity circus drew young people in to borrow books almost without realizing that they had fallen into the honeyed trap. Suzanne Rough from Boots sounded a note of rebellion, advocating vulgarity in selling books as if they were bars of soap. Later Clive Snowden of Rowntree Mackintosh let us into the secret of marketing Smarties.

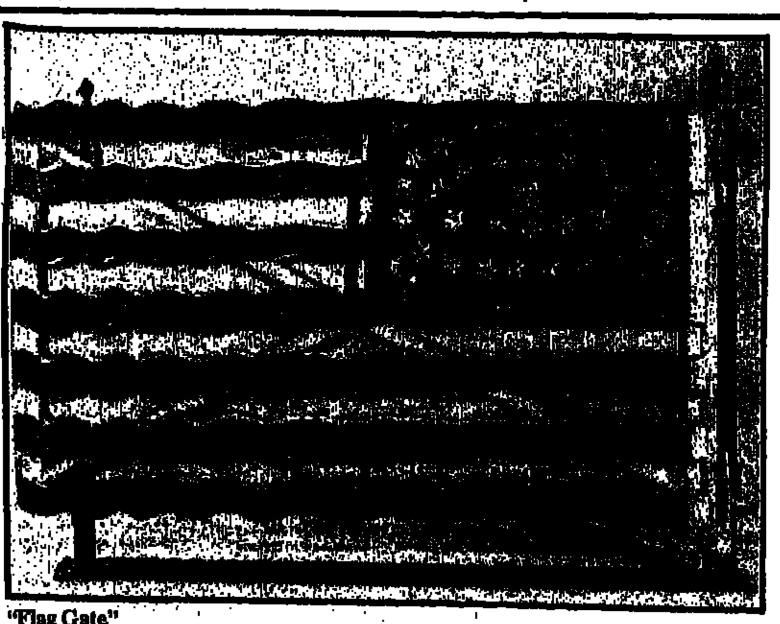
After lunch two defensive literary editors, Peter Grosvenor of the *Daily Express* and Nicholas Bagnall of the *Sunday Telegraph*, attempted to explain, not much to the audience's satisfaction, why so little space is given to children's books.

It was useful to have representatives from the world of hard-sell and the distinterested media bringing a blast of cold realistic air into a world often written off as cosy. Yet, the experience of selling soap and Smarties, while it can provide ideas and stimulation, is light years away from book selling. Most children's book publishers are idealists. Their interest lies on the whole in expanding the reader's experience, in widening horizons. The commercial argument must be to sell what is instantly appealing in large numbers. Besides, hundreds of new "products" come out of the publishing houses each season. Every one cannot be sold like Kit-Kat.

Peter Mayer, director of Penguin, publishers of the ever successful Puffins, was full of good commercial ideas, which on the evidence of the list do not necessarily conflict with quality. Puffins have usually already proved themselves, however, in hardback so that the hardback publisher's original risk does not have to be taken. And, of course, Puffins are part of an enormously successful publishing venture. Nevertheless, it was clear that Peter Mayer's speech had hit home.

Frank Delaney, who had been an efficient and avuncular chairman all day, summer up the speeches comprehensively and the meeting ended on an optimistic note.

Heather Neill



"Flag Gate"

Regarded by many as an alternative to the academic tradition, the exhibition of **American Folk Art** (Barbican Gallery until April 1) raises many questions about the relationship between craft and fine-art as well as provincial and avant-garde. There are nineteenth-century appliqued quilts that resemble modern hard-edged paintings and a Flag Gate of c1896 that might be by Jasper Johns. Some pieces of Shaker furniture anticipate the functional beauty of William Morris's designs while others have the decorative exuberance of the Omega Workshops. A native and sometimes nationalistic creative energy characterizes most items, like the cot-cover embroidered "Baby" and surrounded with stars and stripes. Made largely by women, it is these examples of textile art that are most admired today and in front of the magnificent "Birds of Paradise" quilt it is easy to see why.

Michael Clarke

The fat of the land

World in Action: Countdown to a Coronary, February 13; The Decade of Delay, February 20.
Granada Television.

The first of these two linked programmes spelt out the dangers of a diet high in fat, stressing the importance of an improved regime, starting from infancy; children as young as eight were shown to have fatty deposits in their major vessels, which were the beginnings of the atheroma, or furring of the arteries, seen in the older age groups.

It concentrated on Scotland and Sussex, the latter region being chosen for the fact that it could boast a very sophisticated ambulance service; the ambulances were equipped with highly developed cardiac monitoring systems, and the personnel were trained technicians, qualified to give on-the-spot resuscitation.

The programme followed a couple of heart attack victims, from their collapse in the home, to their admission to a coronary care unit; by the time they reached hospital, they were linked to an ECG (electrocardiogram), and had assistance with breathing.

It then visited a local school, and saw a typical lunch: chips, hamburgers and baked beans, all foods high in fat content, and not ideal for the main meal of the day for a growing child. The programme continued to demn... the road to ruin, on which our young generation is bound; the average diet is actually predisposing the youth of today to a future of heart disease.

Visiting the Scottish supermarkets only underlined people's dietary ignorance; no food package was labelled with its fat content and low fat milk was unobtainable. Several shoppers were interviewed, and were of the opinion that high risk foods should be colour-coded. Red for danger, or high fat content, amber for a medium and green for low fat.

The second programme concentrated more on medical evidence and what legislation there was which governed the food we eat. Though there have been 20 international reports in the last 10 years, none of the ideas put forward have been implemented. Northern Ireland was shown to have the highest incidence in the world of heart disease and cardiac fatalities.

The government is understandably placed in a difficult position, on the one hand needing money from commerce to meet various food stipulations set down by the EEC and, on the other hand caring for the health and well being of the people. It has failed miserably on the latter. There has been no noticeable change in the country's eating habits and the Health Education Council's message is being studiously ignored.

It is time for change, and it is up to us to demand it. [illegible]

The Last Prima Donnas
By Lanfranco Rasponi
Gollancz £15.00.

The author has sought out and spoken at length to over twentieth-century prima donnas – some, like Eva Turner, still alive and fondly remembered; others long forgotten even by the opera dictionaries. The results provide some fascinating and unfamiliar perspectives in the history of singing and the administration of opera, particularly in the relativey obscure inter-war years in Italy.

But there is also a relentless monotony of opinion and response which makes one suspect that Rasponi has angled the interviews to bear out his own rather tiresome obsession that the modern operatic scene is a morass of mediocrity and that the past was one long trail of glory.

Rupert Christiansen

Next week

Jennie Ingham on folktales round the world; Christine Verity on Peter Hain's *Political Trials in Britain*

The Children's Theatre and Drama pages have had to be held over [illegible]

Bid for acceptance

Casting Out,
Graeae Theatre Company.

Fresh from their tour of India, where they were billed as "the one and only Disabled Actors Theatre in the world" and played before Mrs Gandhi, the Graeae Theatre Company have been giving performances of their latest production *Casting Out* at venues throughout the south of England. Like their previous work, it is a show of compelling theatricality, a cabaret in which five disabled people talk openly and at times disarmingly frankly about their disabilities, bidding not for our sympathy – that is quite definitely the last thing they want – but for an acceptance of themselves as people.

They win it within minutes by their candour. Each member of the company has (or does) a turn. Spectacle or monologue; they are all to a large extent autobiographical. Frankie Armstrong sings. She has a voice that would strip the paint off a door, but her raw blues numbers are vivid accounts of what it is like to be blind. And having the chance to sing them at all, she points out, is "better than being dependent on somebody else".

Fittingly, the greater part of *Casting Out* is devoted to a dramatized account of the life of Indian actor Jag Plah. Born in the Punjab, his parents wanted him to be either famous or a Holy Man. That was before it was discovered that he was a spastic. He nursed more modest ambitions himself; he would love to have been a taxi-driver. As things turned out however he came to this country with his family and got work in a Southall factory. Then he joined Graeae and within a couple of years found himself feted and even temporarily famous during the company's tour of his homeland. The irony was not lost on him or the audience. [illegible]

Hugh David

BOOKS

Ordinary people

A new study of 'adolescence' suggests that the received wisdom about young people is very wide of the mark. Geoffrey Pearson reports

I Like to Say What I Think. A Study of the Attitudes, Values and Beliefs of Young People Today. By Cyril Simmons and Winnie Wade.
Kogan Page £6.95. 0 85038 702 7.

We tend to think of young people as a puzzle, and also as a social problem. The very term "adolescence" conjures up in our minds a period of "storm and stress". And it does not matter a great deal whether we listen to Freudian accounts of psychosexual turbulence, sociology's understanding of the difficult rites of passage to maturity in complex societies such as our own, the criminal statistics which describe the peak-age for delinquency hovering in the mid-teens, or the sensational headlines in the newspapers.

But are the young people really that bad? And are they, as we so often say, getting steadily worse? The authors of this book say "No". Their view, based on a survey of attitudes and values among 820 15-year-olds, is that young people share a lot in common with their parents and that we have tended to focus too much attention on exotic fringe groups (punks, skinheads, etc) to the neglect of "normal" adolescents. So that, rejecting the idea of a "generation gap", they go so far as to argue that the word "adolescent" itself should be dropped from our vocabulary. "The term serves only to perpetuate myths about the development of the young", they write, "because it is frequently associated with characteristics that have been shown to be untrue of the majority of young people." Clearly, if what Cyril Simmons and Winnie Wade have to say is anywhere near the truth, then we have a lot of re-thinking to do. So, what is their evidence?

In the summer of 1981 they looked at four mixed comprehensive schools – one on a council estate, one in an owner-occupier area, one in a country town, and a catholic school – together with a boys' grammar school and a public school. Young people were asked to complete a questionnaire consisting of 10 open-ended, unfinished sentences: "The sort of person I would most like to be like . . ."; "The sort of person I would least like to be like . . ."; "The people I am happiest with are . . ."; "When I am by myself I . . ."; "The best thing that could happen to me . . ."; "The worst thing that could happen to me . . ."; and so on.

The book is lavishly illustrated with lengthy quotations from young people's responses to these prompts. And although there are obvious and well-documented shortcomings with attitude surveys of this kind – in particular whether what is expressed on paper carries over into real life – the book offers a timely reminder that most young people have very ordinary motives and ambitions, and that they are often moved by the same feelings and events which move their elders and betters.

It is hardly surprising, for example, that references to unemployment, war and nuclear weapons regularly crop up. Nor, on the other side of the coin, that their favoured companions are their friends and that they seem to like their parents most of the time. The fact that young people value health and happiness will come as no more of a shock than that many of them would like to emulate football heroes, Barry Sheene, Adam Ant or Debbie Harry. And it is small comfort that the most unpopular person in Britain – the person whom these young people, unprompted, would least like to be like – was our beloved Prime Minister. This was, after all, pre-Falklands Maggie. Although it is interesting to learn that "Margaret Thatcher's fiercest critics are girls from city comprehensive schools".

But there are a few surprises. Boys, for example, seem more preoccupied with their physical appearance and popularity than girls. Girls, perhaps less surprisingly, are more worried about war and violence than boys. Moreover, the survey showed a steady tendency for girls to express fewer materialistic values than boys and more social-humanitarian ones. On other things, however, they are in agreement: "Boys and girls in roughly equal proportions see death and school as two of the worst aspects of life." That, one might have thought, deserved at least an exclamation mark!

The most feared outcomes of life, however, were the death of relatives and personal disablement. Whereas in response to "The best thing that could happen to me", getting a job came top with 27 per cent and passing exams and winning the pools tied for second place with 18 per cent. And what do young people do when they are on their own? A quarter of them say that they "think" about things, while slightly more than half of them "do" things: listening to music (37 per cent), reading (31 per cent), and watching television (28 per cent). Other activities included listening to the radio, fixing things and tidying up (boys fix things, girls tidy up). But only 4 per cent of boys confess to masturbating when they are on their own, and no girls at all. And if the authors expect us to believe that (and to be fair I think they don't) then we can only conclude that the morals of young people are indeed in a shocking state, in that nowadays they only masturbate in the presence of other people.

For the main part, however, it is all rather humdrum. But then, isn't this what the authors are saying: that young people live ordinary lives, with ordinary expectations and beliefs. A far cry, indeed, from what we usually take to be the characteristics of "adolescence".

Simmons and Wade are certainly right when they say that youth studies have focused too narrowly on "spectacular" and "delinquent" life-styles. But they go too far when they imply that their findings overturn virtually everything that went before them. They pay scant attention, for example, to social class differences. Nor can we ignore, as they do, self-report studies of criminal activity which have consistently shown that occasional delinquency is normal for this age group. And although their survey method opens another small window on the world of the young, it is no substitute for getting out on the streets alongside them – as in those participant-observation studies which have supplied such rich insights into how young people spend their time. In youth studies, it seems, everyone wants to "tell it like it is" and to claim their own approach as a more priviledged insider's view than anyone else's. What we really need, however, is a combination of research strategies, as well as a more honest recognition that "telling it like it is" will always miss the mark to some extent.

Having said all that, I fully agree with Simmons and Wade that we need to work hard at developing a more positive view of the rising generation: in terms of their energy and idealism, their commitments and potential contribution to our society. I will also happily confess that I found their book thoroughly enjoyable – although my enjoyment came less from the authors' sometimes muddled statistical tables, and more from what the young people had to say themselves. But this, I suspect, is how the authors would have wanted it. In fact, they give the last word in their book to one of the girls, and so will I:

"I hope you get good answer from my answers. Also it has been good doing it because we were in a Maths lesson."

Dayak children, North Borneo, 1965 by Thomas Höpker *whose work is featured in the latest batch of Great Photographers from Collins (text by Bryn Campell). Other titles just published in this attractive, slim-volume series are* Henri Cartier-Bresson *by Andre Pieyre de Mandiargues and Fedinand Scianna*, Man Ray *by Janus and* Pete Turner *by Attilio Colombo. £3.95 each.*

Local support

The Challenges of Community Education. By Colin Fletcher.
Nottingham University Adult Education Department £5.50 (Main Report) £3.95 (Footnotes and Appendices).

Funny things happen in middle England. Community schools emerged in the twenties and thirties out of Cambridgeshire and in the fifties and sixties out of Leicestershire – not from any particular ideological commitment, but rather because the idea happened to suit England's mid-North prairie counties. This book, about community education in Sutton-in-Ashfield, reminds us that Leicestershire ideas leaked sideways into Notts. Lost in the middle of nowhere, Ashfield's only recent claim to fame was the decision of its normally staunchly Labour voters in 1977 to go Conservative because their local Labour MP had preferred European gold to the richly-endowed, English local community he was lucky enough to represent.

Colin Fletcher documents the birth, infancy, adolescence and gradual maturity of the Sutton Centre – Nottinghamshire's first real go at a genuine community school. We are treated to staff and community tensions, a serious attempt to kill the whole establishment because a teacher was found helping his youngsters to analyse the demotic (and therefore technically obscene) Lawrentian language of mid-Notts, rows over the place of O level in the curriculum and a host of other everyday incidents in the life of community comprehensive countryfolk.

We have the DES and the Nottingham University Adult Education Department to thank for funding the five-year research project that enabled the document to be written. But the book is much more than "research". It is an attempt to discover whether a school can transform and enrich a community. (Unlike the catchment areas of so many comprehensive schools, Sutton actually is a community.) Stewart Wilson, the first head at the Sutton Centre, estimated that it needed about 20 years, before a judgment could be made. The Centre's early tribulations prove that it is already on its way to that goal. Although the arguments seemed to be about sex, the rhetoric ("teachers have the morals of pigs", "uneducated so called sex-perts"), coming as it did from the deputy leader of the Conservative Group on the County Council, was in fact political.

Sutton Centre came under attack because it *was* transforming its community and giving it a sense of freedom; and some members of the community didn't like the way Sutton was changing. That is survived, at a time when some community schools were collapsing, is a tribute to Stewart Wilson's consolidation of local support in the first few years after it was founded. It's an excellent handbook for others, who are presently facing similar problems throughout England.

Christopher Price

Right, left and centre

Britain Can Work.
By Ian Gilmour
Martin Robinson £4.95.
0 85520 707 8.

A year and a general election have passed since Sir Ian Gilmour's book first appeared, but its republication in paperback is a helpful contribution to the continuing debate between traditional Tory values of moderation and centrism and the ideological stance of the present government.

At the centre of the book is the claim that the Treasury's attachment to monetarist dogma at the expense of a proper balance between the main objectives of economic policy: growth, full employment and price stability, has led to the worst depression this country has experienced since systematic measurement began. Between the election in 1979 and the first half of 1981 total output fell by 6 per cent, industrial production (excluding oil) by 15 per cent and manufacturing output by 17 per cent. Some stability in prices has been achieved, but only at the expense of growth and, of paramount concern, with a huge toll of unemployment.

[illegible] the development of the age of Friedman is elegant and erudite. This forms the major part of the book and is particularly useful for the non-economist. It is very readable and often wryly humorous. The many references – both literary and economic – powerfully reinforce his argument. The strongest plea is for a pragmatic economic policy that it responsive to events and individuals, not bound by dogma, and for a re-emphasis on the role of the state in bringing about a recovery. Sir Ian Gilmour writes: "Economic theorizing, unless it is firmly anchored to the political and social needs and realities of the time will probably be elegant rather than pertinent." This book is both.

Four Years in the Death of the Labour Party
By Austin Mitchell
Methuen £8.50
0 413 54570 9.

Mr Austin Mitchell's skills as a speaker rather than a writer characterize his account of the Labour Party's election defeat of June 1983. He describes his study with attractive honesty as "a politician's view, with all the partiality, [illegible] and self-serving of balance, fewer brains". The unfortunate result is a book full of pulpit thumping and slogans and frequently bizarre imagery. It is also very repetitious.

He is at his best in describing the internal organization of the Party: the pre-election campaign meetings, for example. He is scathing in his criticisms of Michael Foot – groups set up to tutor him in handling television interviews, his diary, question time and even his appearance all failed. He continued to wear odd socks. More seriously he exposes the Party's research department for its inept preparation of the Campaign Document and the confusion that surrounded the presentation of policy (particularly on defence) at the daily press conferences. Clearly exasperated by all this, Mitchell finally wrote to Foot suggesting he resign on health grounds. Not surprisingly his letter went unacknowledged.

This is a spirited book, what Mitchell would call a kick up the backside for the Labour Party after an election in which it lost one third of its voters. It catalogues the events leading up to the disaster, the strengthening of the Left (usefully if derisively defined), the collapse of leadership authority and [illegible] changes. His reforms (putting reselection of MPs on a voluntary basis, reorganizing the NEC, broadening membership of the party with a two-tier system, and, most controversially, introducing PR) are clearly stated. Under all the breathless rhetoric it is a brave book, and one that certainly needed writing.

The Labour Party in Crisis.
By Paul Whiteley.
Methuen
£12.50
0 416 33860 7.

Dr Paul Whiteley, lecturer in politics at the University of Bristol, writes, as one would expect, with greater detachment. His analysis of the Labour Party's decline was written in large part prior to the debacle of the 1983 election and his approach is extremely structured and methodical.

He identifies three major elements in the crisis: the ideological battles over the constitution, which provoked the split with the SDP and the problems of entryism; the long term decline in the Labour vote; and the equally damaging decline in individual membership problems. Like Mitchell, he indicts the Labour Party for its failures of policy performance (particularly economic) while in office.

The most interesting part of this detailed analysis is the section which looks at the results of attitude surveys conducted throughout all levels of the Party. Among the activists – the MPs, parliamentary candidates, councillors and conference delegates – a much clearer definition between Left and Right was revealed than among ordinary Labour voters, for whom allegiance to the Party rested on pragmatic rather than ideological considerations. As the party activists have become more middle class and ideological in their approach, so the traditional supporters have defected.

These interesting books differ widely in style and approach, but there is a shared awareness of the dangers of extremist policies, whether of the Right or Left. For the Labour Party the danger is the loss of internal cohesion and electoral viability. Sir Ian Gilmour, on the other hand, is concerned with wider issues; specifically the human cost of rigidly adhering to a particular economic and political doctrine.

BOOKS

"Elizabeth I confounding the Three Goddesses", by Hans Eworth, an allegory in which the queen surpasses Juno, Minerva and Venus in beauty. From David Piper's Kings and Queens of England and Scotland (Muller £7.95) which, with lavish colour and black and white illustrations, examines the "ideals and philosophy behind royal portraiture of all periods".

Storylines

Firebird 3. By Robin Robertson.
Penguin £3.50. 0 14 006797 3.
Introductions 8: Stories by New Writers.
Faber £2.95.
New Writing and Writers 20.
John Calder £5.95. 0 7145 3869 8.

There is so much splendid work in these three anthologies that I feel churlish in leading with a quibble, but quibble I must.

They all purport to be devoted to new work by new writers, but none of them quite live up to their claims, and *New Writing & Writers 20* even has the effrontery to lead with a story by Samuel Beckett! It is a very short story (and a very good one), but if Beckett is a new writer, what would be his publisher's definition of an old one? Chaucer? But that isn't all. The story in question has in fact been published before.

Of the 15 stories published in *Introduction 8*, nearly half have appeared elsewhere, and the same is true of the 18 pieces contained in *Firebird*, but the last-named at least was produced without the benefit of an Arts Council grant, and I feel that what little public money there is about should be used to help entirely new writers break into print. Now for the work itself.

Firebird 3 is Penguin *New Writing* under another name and behind a garish new cover, but it maintains the standards of excellence established by its illustrious predecessor and offers a rich selection of poems, short stories and extracts from unpublished novels. The muse, to judge from this selection, seems to be alive and well and flourishing in the provinces. One of the contributors is from South Wales, another is from Salford, several are from the Midlands, but I particularly liked the extracts from work in progress by Alasdair Gray and Alex Hamilton, both of which are set in Glasgow. Let me confess to an interest. I'm from Glasgow myself and I recognize the scene, and they have caught both the place and the people in all their gritty grandeur. Hamilton should perhaps have supplied a glossary for his piece is largely composed of dialogue and I'm not sure what Sassenachs, or, for that matter, even non-Glaswegian Scots, will make of sentences like:

"Ah mean, denim zan polo-necks while yiz kiz zoon yizur gonnae be earnin that much munni yizull no be able to afford tae go aboot fuckin tramp sur midgie men."

Mr Gray's narrator is more educated and speaks English, but Jane Russel, or "Me-Big-Knockirz-Jane" as she is referred to by Hamilton's hero, features in both stories. Was there ever a woman in history who stirred so many youthful libidos to premature life?

The poems possibly provide the highlights of this anthology and one is tempted to quote at length from the work of Tony Harrison, the Leeds-born poet:

"Now when the wind flays my wild garden of its green and blows, whistling through the flues, its old reminder of the two cold poles all places are between, though where she lives the climate's a lot kinder . . ."

In other poems he shifts to kinder climates, but he somehow carries something of the bleak, wind-blown beauty of the north with him.

Two of the five contributors to *Introductions 8*, Ronald Frame and Robert Sproat, are also from Glasgow, but both have left their native city well behind. Sproats stock in trade is a controlled irony which he uses, subtly and effectively, not so much to tell a story as to suggest a moral. Frame, on the other hand, is an accomplished, old-fashioned narrator whose ambience and style remind one a little of Maugham. His *Piccadilly Peccadilloes* about a neglected, ex-colonial wife who feels compelled to live it up if only because she has something to life down, is a gem.

Belfast dominates Anne Devlin's three stories, and even where the narrative doesn't begin there it is somehow pulled towards it, as if it's the last resort of reality, or perhaps madness.

Rachel Gould confines herself to satires from academic and literary life and I find them a little too intense and claustrophobic. They read like boiled-down novels. Not a few novelists are in fact self-indulgent short-story writers. Miss Gould, I suspect, is a short-story writer who is really a self-denying novelist.

Helen Harri's style, on the other hand, is made for the short story. She deals with the non-events of uneventful lives, and gives them just the right duration. And they generally take place abroad for abroad always offers the hope of adventure. The hopes, needless to say, are never fulfilled, but they help to sustain both the characters and the readers.

Much of *NWW 20* is taken up by George Moore's *The Mystery of the Kingfisher Box*, which is too long for a short-story and too short for a novel. It does, however, have the easy pace and intriguing plot of a conventional thriller and it seems a little out of place among the more outré contributors to this collection, like Sorel Etrog. Mr Etrog has written a play, *Hinges*, which may possibly glitter on stage but which, encountered on the printed page, can render one comatose.

"*Hinges*", writes Marshall McLuhan in a brief introduction, "is a structuralist play in which Etrog dispenses with the diatronique in favour of the synchronique."

It reads like it.

Chaim Bermant

Mercurial, waif-like

The First Elizabeth. By Carolly Erickson.
Macmillan £9.95. 0 333 36168 7.

With *Great Harry* and *Bloody Mary* safely disposed of, Carolly Erickson rounds off her Tudor package. *The First Elizabeth* is enjoyable and well-researched, the story of a monarch as human being rather than political institution; a warm, vibrant human being, I am tempted to add, for the teenage magazine flavour is catching. The prose is dramatic and colourful, perhaps to make up for the miserably grey pictures. Four hundred excitingly adjectival pages surge sumptuously from the moment when attendants "gasped in dismay. Anne Boleyn's child was a girl," to 70 years on when "the sound of galloping hoofbeats echoed through the rainy night" on the road to Scotland.

In between are grim-faced guardsmen, voices that ring through lofty halls, Philip of Spain praying for guidance in his dark cavernous edifice, dull-eyed and thick-featured country folk, stinking privies, and long-haired, treacherous Irish in their quagmires of malarial bogs. It is all very stirring and imaginative. Through it all moves Elizabeth, vividly observed through the eyes of bemused beholders, yet rarely dissected. "Mercurial, waif-like in her slightness . . . she had a grace and sensuality all her own, focused in the long, fine hands and thin fingers . . ." But "her father, she knew well, would have laughed with pleasure had he lived . . ." is about as close as we get to the queen's mind and purpose.

Two-fifths of the book is devoted to Elizabeth's traumatic upbringing. When, around page 167, she finally makes it to the throne, neither she nor Ms Erickson seem to take her responsibilities very seriously. Ere long the Spanish ambassador is reporting her abandoning the business of government to dally with Robert Dudley, and Ms Erickson takes that as her cue. Not until the last 100 pages or so does Elizabeth's management of her kingdom get much of a look in. But there are memorable pen-pictures in plenty: of the queen dealing loftily with courtiers, servants and ambassadors; of Catholic missionaries and Puritan fanatics facing torture, mutilation and death; of the eccentric old hag in her last weird years.

Tudor monarchs make splendid meat for such dressing. Arrogant, mean, hypocritical, deceitful, ruthless; Elizabeth seems to show all the qualities of a highly successful ruler. Perhaps she presided over a golden age; but maybe both the age and her personal share in its splendours owe much to the nostalgic propaganda of the Stuart century. How important were Elizabeth's skills and influence? How much did her country's stability and prosperity owe to her wise choice of ministers and her shrewd handling of awkward foreigners, cantankerous parliamentarians and pious bigots? Did she stimulate imperial adventure, economic growth, social harmony, cultural efflorescence; or would these things have happened without her? You will find no clues to such matters in Carolly Erickson's book, only the well-told, tragi-comic tale of a woman in a troubled world.

Tom Corfe

The squirm of the true

Black Water: The Anthology of Fantastic Literature.
Edited by Alberto Manguel.
Picador £4.95. 0 330 28141 0.
In Defence of Fantasy: A Study of the Genre in English and American Literature since 1945. By Ann Swinfen.
Routledge and Kegan Paul £6.95. 0 7100 9525 2

The greatest possible mistake would be to fillet any theory of "the fantastic" from the 72 stories in *Black Water*. Alberto Manguel hasn't allowed himself to be constrained in his selection by any one critical tendency; the result is generously various and generally uncategorizable.

In so far as the anthology has a distinct and recoverable shape, it borrows from the Anglo-American notion of "magical realism", an axis that links Robert Louis Stevenson at one cultural extreme with Jorge Luis Borges at the other. Borges is Manguel's mentor and he is the hidden editor of the volume, emerging time and again in the short prefatory notes that help lend *Black Water* its unstuffy and compelling tone. Given Borges' implicit support for the project, "*the* anthology" is a pardonable arrogance.

Borges and his disciples have treated "the fantastic" as a distinct literary genre, independent of myth, religious consolation, psychic therapy, and free of many of the undesirable connotations that still hover round "fantasy". For that reason, the stories here are largely adult, urban and secular; there are few folk-tales in the obvious sense; a noticeable lack of childish or child-like innocence; few parables of Good and Evil. If Ann Swinfen's title seems slightly misplaced – why should a genre as currently fashionable as "fantasy" require a defence? – then the short answer is that there must be some kind of distinction between "the fantastic" and the still rather goblin-y world of "fantasy". The authors Dr Swinfen discusses – LeGuin, C.S Lewis, Mary Norton, Tolkien, Leon Garfield, Russell Hoban – use fantasy in an almost wholly moral way quite alien to the magical realists. The difference in style is matched quite precisely by a shift in intention: just as Manguel's "black water" is subversive and irruptive, so Dr Swinfen's fantasies are moral and normative, restoring innocence rather than exploding it.

The temptation when reviewing anthologies is to tick off the surprising omissions. Given Manguel's wholly literary definition of his ground, it's more telling to mention some of the unexpected inclusions. More than half the stories were written in English (or in Scots, Irish and American dialects of English); add a dozen or so Spanish-Americans and the book presents a clear map of the Anglophile literary history written by Borges. His admiration for Stevenson, Beerbohm, parts of James, of Forster, of Graham Greene, of Lawrence, of Walter de la Mare (*not* the morally earnest parts) is reflected here.

Manguel constantly underlines the conviction that the fantastic is an adult, modern and literary phenomenon yet he's careful not to equate modern with contemporary; one of the drawbacks of Ann Swinfen's study is its arbitrary starting date, surely demanded by a PhD panel rather than by the dynamics of the subject.

The great shibboleth is the fabulator/fantasist's treatment of children. In *Black Water*, they are almost always rational near-adults rather than credulous innocents. Equally, there is little religious input, the usual way of smuggling in morality. Even given such a mine of the fantastic as Nathaniel Hawthorne, Manguel picks, not one of the Calvinist or mythic tales, but a selection of "scenarios" from the *Notebooks*, preparatory snippets that underline the other side of Hawthorne, his rational, urban modernity; one example would serve to define the tone of the whole volume: "The situation of a man in the midst of a crowd, yet as completely in the power of another, life and all, as if they two were in the deepest solitude."

No moral, no parable, no resolution, but a "scene". Most critical analysis of fantasy and the fantastic is an ideal instance of murder by dissection. The great virtue of all fantastic fiction is what Christine Brooke-Rose called the "squirm of the true". That is easily anaesthetized, equally by critical reading-in and by super-adding messages and significations that do not belong to the stories themselves. That super-adding has been the great vice of some of the fantasists; they tailor their stories to critics and teachers rather than to readers. It's a dangerously condescending habit and a thoroughly disenchanting experience. If you insist on disenchantment, steer clear of *Black Water*.

Brian Morton

Studies

Johnson: The Vanity of Human Wishes, and Rasselas.
By J S Cunningham.
Edward Arnold Studies in English Literature 75. £1.95. 0 7131 6291 0
Milton, Paradise Lost. By David Daiches.
Edward Arnold Studies in English Literature 76. £1.95. 0 7131 6389 5.

Both these additions to the Studies in English Literature series are very good. Professor Cunningham's comments on Johnson's masterpieces are, though necessarily brief, full of meat and sense. They are not an interpretation but a guide to the knowledge prerequisite to one, returning one to the texts better able to discover and appreciate what Johnson actually wrote.

So likewise does Professor Daiches's essay on *Paradise Lost*, a more difficult task, in that the sources of Milton's thought, and the strength deriving therefrom are today largely foreign to almost all students of literature. The comments do not make Milton easy reading. They show the difficulties to be essential, needing to be mastered, if any study of Milton is to have substance.

Pierre Walter

BOOKS

CHILDREN'S LITERATURE

PAPER CHAINS

by Audrey Laski

There are all sorts of interweaving of themes in this batch; quests, enquiries and questions of prejudice run chains in different directions, between books for different age-groups. Take the bleakest first: Jan Needle's **Piggy in the Middle** (Fontana Lions, £1.50) concerns racism in the police. Its author's anger is slightly disabling, painting a picture so grim that the reader may become resistant, and the strength of both sex and violence in it makes it appropriate only for older readers, but they may find much to think about in Sandra's painful education away from wanting to be a policewoman.

Race is a factor also in Majorie Darke's **Comeback** (Puffin Plus, £1.50); Gail is used to being called "Cadbury's" by the school's skinheads, but this is less important than her urge to become a serious athlete and her need to find out something about the parents she has never known; there is a lot of energy and charm in this upbeat novel. The theme of a hunt for lost parents is echoed in a thoughtful story for younger readers, **Red Pepper** (Pauline Hunt, Hippo, £1.00), though here it is only his own sense of difference and an overheard remark that suggest to Simon that his parental home may not really be his own.

Dina, like Gail, has no home but a Home, and has lost that because she is in hospital with cancer. But **The Spectre** (Joan Lowery Nixon, Granada Dragon, £1.25) is not just another story of how to cope with handicap and impending death, but a kind of thriller, and a well-designed one, carefully plotted to make the hopeful ending plausible. Gail's attempts to find out the truth about who is terrorizing little Julie are echoed – as in the pair above – in a story for younger readers, Nina Bawden's **Squib** (illustrated by Shirley Hughes, Puffin, £1.10); here, the heroine, still mourning the death of her father and her little brother, needs to discover the truth about the lonely little boy who haunts the children's playground and reminds her of him. There are some odd loose ends here, but as always Nina Bawden is good on relationships and open about class.

Fewer sweeping statements about class in Arthur Ransome's sailing stories would be made if people were – as television will now make them – more familiar with *The Coot Club* and *The Big Six*, now discreetly abridged and published as a single story under the crazily unrelated title **Swallows and Amazons for Ever** (Puffin, £1.95); three members of the Coot Club are boat-builders' sons and there is a completely mutual respect between them and their middle-class friends, albeit the latter take the initiative in detection when the former are framed by enemies.

Much more ill-assorted is the little group that comes together to defeat "Them" in Diana Wynne Jones' latest fantasy, **The Homeward Bounders** (Magnet, £1.50). A little slow to start, for reasons deeply embedded in its structure, this builds up to a final third as good as anything this remarkable writer has ever done; impossible to explain in this space how Jamie, Helen, Joris, Konstam the Demon Hunter, the doctor's children, Prometheus and The Flying Dutchman all come together to frustrate the powers that dominate the universes: enough that they do, and that it is exciting and funny and sad.

The journey undertaken by dark-haired Ninny and the fair people who have enslaved him in **Ninny's Boat** (illustrated by Ian Newsham, Puffin, £1.75) is less cosmic, but vast and stressful enough for them; Clive King applies a spirited imagination to the darkness of the fifth century, and manages to say something useful about prejudice in a more oblique way than the older readers' novels mentioned above. A fantastic adventure set about the same time which is a discreet Christian allegory is **Panqur Ban – the White Cat** (Fay Sampson, illustrated by Kathy Wyatt, Lion, £1.25); another odd group undertake another wild journey, a penance, and are redeemed by the sacrifice of the joyous dolphin, Arthmael; it is notably well written and illustrated.

These are wide-ranging fantasies; they link to the more extravagant of **The Complete Grimms' Fairy Tales** (introduced by Padraic Colum, illustrated by Josef Scharl, Routledge and Kegan Paul, £4.95); densely printed and tightly bound, this is more a reference book for the story-telling parent than a read-it-yourself text; what is splendid about it is discovering how many good stories have not become well-known: a treasury. The shorter stories, about comic peasants and the odd intrusions of magic into their lives, prefigure homely semi-fantasies like **Lollipop** (Christine Nostlinger, translated by Anthea Bell, illustrated by Angelika Kaufmann, Beaver £1.00); a magic lollipop occasionally gets the hero what he desires, but mostly these are really just tales about a small boy's ordinary problems and pleasures. Whether the lollipop really works is deliberately left questionable, like the mechanism by which Benny eventually gets his desire through a chain of barter in Leila Berg's loving picture of old-time Jewish life, **A Box for Benny** (illustrated by Jillian Willett, Magnet, £1.25). There is, of course, magic in **The Magic Doll** (edited by Naomi Lewis, illustrated by Harold Jones, Magnet, £1.50), chiefly the extension of the magic every child works regularly of endowing wood, rag, china and plastic with life; it was a good idea to make a collection of doll stories, and the extract from *The Memoirs of a London Doll* make one wish for a full reprint.

Wish-fulfilment, though not fantasy, is an element of **Save our School** (Gillian Cross, illustrated by Gareth Floyd, Magnet £1.00), a delightfully funny story about a primary school under threat of closure. Hectic and multi-ethnic, it is a world away from the cod girls' boarding school of **Schoolgirl Chums** (Peter Glidewell, Granada Dragon, £1.25); will readers understand this as the affectionately ruthless parody it is, or take it straight – and if so, what will they make of it?

There are a lot of new series for little ones. Jenni Tucker and Roger Middlebrook have invented an engaging race of beings called Cubbies which may become a cult (**Cubbies Galore** etc., Hodder and Stoughton, 60p each). The You and Me Books, based on BBC programmes for the under-fives, are designed as pre-readers, and each promotes practice in some letter or a respectable social or educational principle; by various hands, they are perhaps rather over-worthy, though **Felix the Fat Cat** (Diane Willmer, illustrated Pete Wain, 50p) is fun, and their small size and price should make them an attractive alternative to Ladybirds. The arrival of Pocket Bears has already been noticed in these columns; particular note should perhaps be taken of the Lola stories (**Lola and the Dandelion Mystery** etc. Yvan Pommaux, £1.35), in which an anthropomorphized vole is taught by her father about nature. Story books which are also information books for the very young are an attractive idea; **Topsy and Tim's Garden** (Jean and Gareth Adamson, Blackie, 75p) provides a great deal of practical knowledge in a jolly format.

It is good to get **Best Friends for Frances** (Russell and Lilian Hoban, Hippo £1.25) added to the earlier stories about this most engaging badger child and her growing little sister; and there is a feast of Tony Ross for addicts of this young reader's Gerald Scarfe, some in Pocket Bears and one under the Sparrow imprint (**Naughty Nigel**, £1.60), a warning against constructive mishearing; Ross's fierce line graphically presents the horrors of getting a golden nose instead of a golden rose.

Angry Arthur, creator of hurricanes, typhoons and universequakes, has stormed his way into paperback. Text by Hiawyn Oram, illustrations by Satoshi Kitamura, Picture Puffins £1.25.

Introductions

Equus. By Peter Shaffer. Edited by T S Pearce. £1.25. 0 582 33129 3.
The Royal Hunt of the Sun. By Peter Shaffer. Edited by Peter Cairns £1.25. 33089 0.
Animal Farm. By George Orwell. Edited by Robert Wilson £1.25. 33087.
Pride and Prejudice. By Jane Austen. Edited by Philip Robinson £1.60. 33086 6.
Longman Study Texts
Huckleberry Finn. By Mark Twain. Edited by Christopher Perry 0 333 32130 8.
Oliver Twist. By Charles Dickens. Edited by Guy Williams 33624 0.
Hard Times. By Charles Dickens. Edited by James Gibson 33626 7.
Sons and Lovers. By D H Lawrence. Edited by James Gibson 34617 3.
Northanger Abbey. By Jane Austen. Edited by Raymond Wilson 33625 9
Macmillan Students' Novels 95p each.

These two series of notable texts, often chosen for examinations, open up an appreciative and critical approach to fifth and sixth-formers. Both include vocabulary notes, which make them particularly suitable editions for second-language students.

Of the two, Longman's is the more attractive visually, with clearer type, and on the whole it has the more stimulating approach.

The two Peter Shaffer plays contain Shaffer's own introduction, with his concept of the play as something in action, live, rather than a literary text, and his idea of the human necessity to worship, at the root of all his work. Both plays have very adequate editor's introductions, looking into background and the important sound and visual elements. T S Pearce's on *Equus* is particularly good, anticipating the emotional difficulties teenagers may have with the cruelty and sexuality in the play. He pays attention to the psychiatric and religious aspects, its character and language, as much by questioning as by laying in information.

Animal Farm is excellently introduced by Robert Wilson, who presents Orwell's life effectively through a series of imaginary snapshots, showing the linkage between his uneasy middle-class background and his political ideas, defining the cleavage between democratic socialism and communism and finally showing the perfect fusion of his artistic and political ideas in *Animal Farm*.

Philip Robinson's leisurely introduction to *Pride and Prejudice* examines the accusations against Jane Austen of snobbery and a limited viewpoint, and describes interestingly contemporary manners, Richardson's and Fielding's strands of the English novel, and the artistry of *Pride and Prejudice*. Each book contains study questions.

The Macmillan introductions are all thoroughly sound. I particularly liked Christopher Parry's careful account of the conditions behind *Huckleberry Finn*. He shows the different levels of the book, the storytelling and the moral, the conflict in Huck of "a sound heart and a deformed conscience", and gives attention to the rhythms of black southern speech.

The introductions of *Oliver Twist* and *Hard Times* differentiate between their weaker elements, the "story cupboard" characters, unlikely coincidence, sentimentality, and those that raise Dickens, the creative energy within a character like Fagin, the compassion, the poetic power of the imagery.

James Gibson describes Lawrence's method of structuring *Sons and Lovers*, relating it to the psychological climate of the day, and explaining Lawrence's well-known complex. He takes a sympathetic look at the real people from whom Lawrence drew his characters. *Northanger Abbey* is ably introduced, though I felt that a synopsis of the novel was not necessary, and that a list of characters and their attributes too often makes for mechanical study.

The Macmillan edition is greatly enhanced by the illustrations, reproductions of earlier illustrations, evocative prints, well-chosen portraits, photographs and documents.

Rachel Blake

Fowlers

A Dictionary of Modern English Usage. By H W Fowler.
Oxford University Press £3.95 19 281389 7.
(Second edition. Revised by Sir E Gowers).

Fowler was one of those depressingly zestful men who swim and jog before breakfast, the epitome of plain living and high thinking. He was described by his linguistically permissive Scandinavian contemporary, Otto Jespersen, as an "instinctive grammatical moralizer". He was indeed a prescriptivist who "assumed a cheerful attitude of infallibility"; but prescriptivism of his sort has worn rather better than permissiveness. He was neither acrimonious nor arid, and intelligently dogmatic. He knew that it was necessary to sometimes split infinitives and use prepositions to end sentences with. He knew that the English plural of nostrums was ditto.

The book has many single word entries, of course, but the larger pigeon-holes are enticing, if idiosyncratic. In particular, the sections on "vogue words", "genteelisms", "abstractitis", "sociologese", "officialese" and "fused participles" make edifying reading. His defensive definition of "pedantry" is thus both delightful and defensible. His concern for the English of the English does make chauvinism rule occasionally, though there are at least trace elements of Scotophilia. But finally, there is a certain unsubtlety in his attitude to language. For example, even the undeniably idiotic like "normalcy" may apparently have a place in the language as a specifically ironic use. But then irony, one imagines, was never a strong point with joggers.

Edward Neill

Dr D G Hessayon's books are always helpful and entertaining. In **The Armchair Book of the Garden** (Century Publishing Company, £9.95) he offers an ideal present. This pot-pourri of history, lore and factual information is a welcome complement to the hard slog of practical gardening.

How you say

An English Pronunciation Companion. By A C Gimson and S M Ramsaran.
Oxford University Press £1.95 0 19 431191 0; Cassette 0 19 4311937.

An English Pronunciation Companion is companion to the *Oxford Advanced Learner's Dictionary of Current English* and works from the premise that although a dictionary can help with pronunciation, the written word is no substitute for hearing the real thing. It would therefore be missing the point for foreigners to buy it without the accompanying cassette.

The dictionary user is led through the consonant, vowel and diphthong sounds of Received Pronunciation and the differences between RP and General American. Standard spelling is compared with the phonetic notation used in OALDCE and students can listen to the example words on tape. The book also covers the pronunciation of foreign words, word and phrase stress, weak and contracted forms and a selection of homophones (to alert students to spelling possibilities) as well as a final cautionary list of words whose spelling is misleading (apostrophe, corps, lieutenant, subtle, etc).

This is a handy reference book for language students, foreign teachers and those RP or GA speakers who need to systematize their knowledge of their own pronunciation.

Susan Norman

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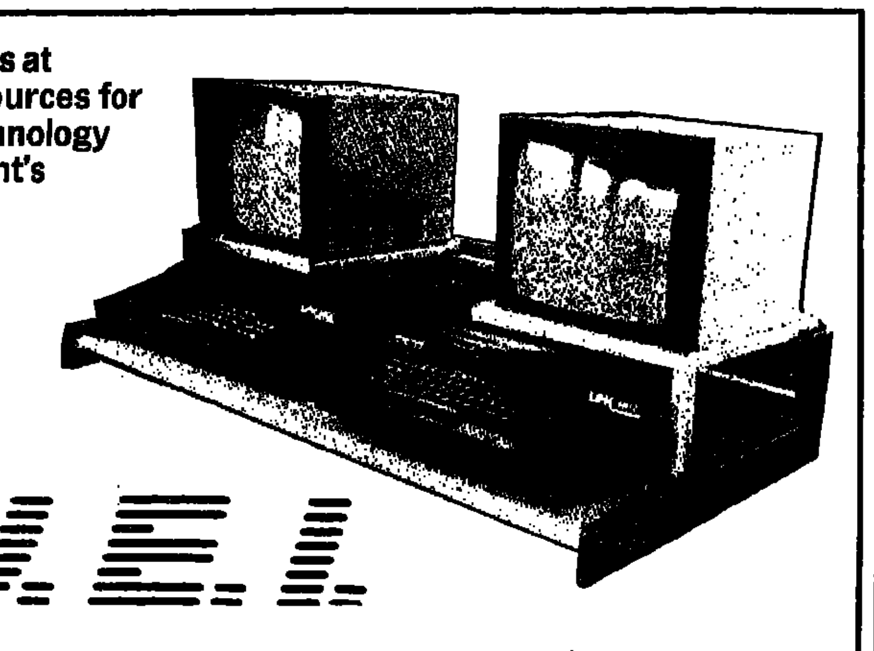
RESOURCES

Paul McGee looks at courses and resources for Information Technology in the Government's Technical and Vocational Education Initiative



T.V.E.I.

Most TVEI programmes pay lip service to the importance of Information Technology, but when examined in detail, many convey confusion about IT and its contribution to pupils' development. Information Technology is about the storage, retrieval, manipulation and communication of information by technological means, ie by machines and systems, and it includes typing, wordprocessing, printing, coding information as data, creating and using databases, automation and robotics.

IT offers a chance to acquire the skills required after school for work and leisure. It is able to contribute to the development of these skills because the new technology allows for a greater variety of teaching styles including group learning and individualized learning. Backed up by the flexibility of the new technology schools and colleges can break away from narrow subject boundaries and offer an approach which not only allows the syllabus content to be integrated but also gives pupils the chance to experience teaching styles more suited to them as individuals.

There are very few IT courses, and those which do exist are disappointing as a tool for pupil development. City and Guilds 693 is a Foundation Course in Information Technology. It contains the standard modules for all foundation courses as well as the two subject specific sections: "Information Technology Skills and Practices" and "Information Technology and Science".

The former covers problem solving, keyboard skills, graphical skills, and data handling and computer programming, and microelectronic practice. The latter includes the transmission and storage of information, information technology, and appreciation of computer programming. Although the content is wide there is little to enable the student to become a competent and confident independent learner.

This is one of the main aims of the MEP and DoI funded Croydon Information Technology Project. The course is designed for pupils in the 11–14 age group and although the presentation of the material will obviously not be suitable for pupils on TVEI courses, teachers may find it a useful source of ideas. The first six pupils' books, related software and teacher's guide will be available in September 1984 with a further six books in 1985.

Croydon has also developed a Certificate of Computer Competence. The first two levels are concerned with loading, saving and running small programs and the use of wordprocessing and information retrieval systems. The third level assesses the pupil's ability to use viewdata and teletext systems. Only at the fourth level does a knowledge of programming or the detailed working of the operating system become important.

In last week's article Andrew Fluck explained the Certificate which the RSA is hoping to validate and for which he and David Floud are producing a course which will be published by Harrap. The emphasis on the business use of computers makes this certificate particularly relevant to Business Studies courses.

Information Technology is an obvious link between many of the courses which will make up the vocational package for each pupil. For many pupils on TVEI courses, Computer Studies – a subset of Information Technology – will be a course in its own right and will be a large element of the IT course and will probably be the only examined component.

It is important that examinations in Computer Studies are not unduly influenced by outdated hardware and applications. This can be avoided if the emphasis is placed on the use of the computer as an information processing device rather than on its internal workings.

Pupils should learn the principles of Information Technology by studying computer applications in a wide variety of situations in the commercial, business and industrial world rather than by learning definitions and taking notes. Teachers often find it hard to teach applications because of lack of practical experience. Hopefully the TVEI teachers will be able to take part in work-experience programmes.

Present Computer Studies courses usually cover only part of this ambitious area although the National Criteria for Computer Studies at 16+ give far more scope than is often realized for making links with other curriculum areas. Since most TVEI pupils will take examinations which are being designed to meet those criteria, there is every reason to use them as a basis for an integrated approach to TVEI courses.

Because, in the National Criteria, Information Processing includes data processing it can easily be integrated into Business Studies courses. Because it includes process control and control technology, it can easily be linked to Technology courses.

One way of linking IT and Business Studies is the approach adopted by 25 Hampshire schools under the direction of Ben Kelsey, the County Adviser for Business Studies. An integrated Business and Information Studies course which will take double subject time and give double certification at both CSE and O level, the major aim of the course is to develop in pupils a knowledge of the business world together with the numerate, literate and interpersonal skills to enable the individual to work with others and make decisions in a business environment.

Croydon proposes a course linking the British Industrial Society course with the London University/LREB/EAEB 16+ examination in Computer Studies. The course will be taught in an integrated manner and opportunities will be taken to link the project work for the different examinations wherever possible. The 16+ examination has a case study paper which meshes well with the dataprocessing part of Business Studies. The coursework emphasized using existing software as much as writing programs. This will enable candidates to concentrate on using the vast range of available commercial packages rather than struggling to produce their own programs for insignificant tasks.

Computers will also have an effect on the typing, wordprocessing and office practice elements of the course both in what is taught and in the use of technology in learning, eg learning typing skills by interacting with a computer program. Elementary keyboard skills are relevant to all pupils and even the most academic have much to gain from proficiency in wordprocessing.

Currently, about a third of the candidates for the London O level Computing Studies examination prepare their programme report on a wordprocessor as their example of the use of a package. The relevance to the commercial world, where the overall appearance of the finished product is more highly valued than in many schools, should be obvious. The availability of typing tutor programs will be important.

Pupils following technology courses will probably be prepared for microelectronics-based industries which many see as essential for economic growth. The computer is central to much of this work through computer numerically controlled machine tools, computer aided graphics and design, and robotics and control technology. Croydon pupils will follow the 16+ Computer Studies course where the emphasis is on information systems, of which control systems are a part.

The National Criteria also stress that Computer Studies is concerned with pupils acquiring and applying the skills of problem solving in a computing context. These principles concern the analysis of a problem and the design, implementation, testing and documentation of a solution. The current London O level Computing Studies requires pupils to use a software package and to write a program, whereas the 16+ examination coursework will allow for a wide variety of projects, and the notes for guidance make clear that projects which incorporate an element of control work are appropriate.

The distinction between solving worthwhile problems by writing computer programs and using existing software is narrowing as the programming languages become more helpful and many of the information retrieval and financial packages become more sophisticated. Added to this is the emergence of truly portable program generators such as *The Last One*. This is a program which enables an intelligent non-specialist to write quite complex computer programs to solve problems for which the initial systems analysis has been done.

In planning IT courses it is important to think of the likely level of financial assistance which the Manpower Services Commission will make available. As far as the content goes, it should aim to give the pupils an appreciation of the power and limitation of the computer to perform calculations which would otherwise be unduly difficult or tedious.

The pupils should have practical experience of using computers and, in particular, this experience should be in realistic operations. It would be wrong if the only assessed use of computers were such that candidates could attempt only problems which would be better performed without using the computer. This points very clearly to the need for hardware and software to be considered together.

To get the full benefit of technological advance schools will need to look at an integrated approach to providing hardware. This in turn points towards some form of network, possibly supplemented by a small number of specialist devices for some aspects of control work or for a different experience of wordprocessing.

In last week's *TES* Roy Pickup outlined the computing needs of Technology courses and Andrew Fluck looked at the needs of Business Studies courses and recommended the Acorn Econet. Two other networks which could be considered are the Research Machines Chain and Torchnet.

Both of these have the advantage that they can support the industry standard operating system C/PM and both come with a free bundle of high quality standard software including database and wordprocessing packages. The RML network has more software directly related to IT in that the SIR library system, PASCAL and LOGO are provided. Torchnet is more obviously a business system and has a superior range of business software.

There are a reasonable number of teaching resources for computer applications:

Computers: Applications & Implications by Weston and Roberts (Harrap) covers a wide range of applications. The book is good for giving a flavour of the variety of applications but is less satisfactory as preparation for examinations. *Computers and their Uses* by Weaver and McGee (Arnold) is much more biased towards a limited number of dataprocessing applications. The extensive exercises are meant to help prepare candidates for the case study papers in the London O and CSE examinations.

The logical extension of this approach is shown by *Computers in the Health Service* (Harrap) which devotes the whole book to one application. Again the questions are comprehensive and most candidates will benefit from seeing such an integrated system, but less able pupils may be bored by so much emphasis on one topic.

The BBC Radiovision tape/slide sequence, *Computers in the Real World*, covers four applications and gives some supporting material. There are numerous videos, including those from MEP, but most do not have sufficient additional teaching material. They are often useful if used selectively to provide motivation and an insight for the pupils. Most are too long and the teacher needs to have mastered the technology of the VCR to gain the maximum benefit.

Addison Wesley are producing a series of computer programs to simulate applications. MEP also funded the production of programs and related books by ICL-CES which simulate the organization of accounts for a newsagent's shop and controlling goods entering and leaving a warehouse. Most teachers seem to find the books more useful than the programs and there is something strange about simulating a computer activity on a computer. Acorn-CES also distribute programs to support the applications in their Computer Studies books 1 and 2.

Business Studies pupils who are not following a Computer Studies or Information Technology course may find *Simple Data Processing* by Chaudhry and Agley (Arnold) a useful introduction to business information technology. All teachers would probably find *Introducing Study Skills* by Irving (Arnold) a good account of the general information skills which TVEI courses, and eventually all other courses, will develop.

For courses beyond 16 the FEU is a valuable source of ideas. They have recently funded the design and preparation of a Computer Literacy course. The report of the project is now published and suggests that Computer Literacy is a basic skill which all teachers should be capable of teaching. The FEU also publishes booklets on study skills, the electronic office, the use of computers in design and the use of computer aided profiles.

There is already a great shortage of teachers suitably qualified to teach Computer Studies courses to CSE and O level. TVEI will put an increasing strain on this already hard-pressed group and l.e.a.s will have to develop strategies for retraining suitable teachers. There are one-year training courses available at universities and polytechnics, many based on the syllabus developed by the Computer Education Group and published in their magazine, *Computer Education*, in February 1981.

The RSA provides two courses at present for their Teachers' Certificates. The first is in Computer Studies and the second in the Use of Computers in Education. Although both are of value to TVEI teachers the former will probably meet a more immediate need in that it prepares teachers to teach Computer Studies to O level. The courses take 150 hours and approximately seventy of them are available this year.

Useful Addresses

Addison Wesley, 53 Bedford Square, London WC1
Edward Arnold, 43 Bedford Square, London WC1
Harrap, 19-23 Ludgate Hill, London EC4
Acorn-CES, The Hermitage, Bath Rd, Taplow, Slough, Berks SL6 0AR
RSA, John Adam Street, London WC2
City and Guilds Institute, 76 Portland Place, London W1
FEU, Elizabeth House, York Road, London SE1
Research Machines, PO Box 75, Orford OX2 0BW
BBC Radiovision, Schools Order Service, 144 Bermondsey St, London SE1
IT Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD
Computer Education Group, Computer Centre, North Staffs Poly, Blackheath Lane, Stafford ST18 0AD.

Paul McGee works for the London Borough of Croydon Information Technology Unit.

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Address
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Shell Film Library

MEDIA

Norman legend

VIDEO
The Norman Conquest
by H R Loyn
Sussex Tapes, Townsend, Poulshot, Devizes, Wilts. SN10 1SD.

1066 is not simply the best known date in the popular mind, it is probably still the most tirelessly taught set of events in primary and lower scondary schools. And not without reason; not only is the story exciting, but there is also a magnificent narrative work of art to use as a source. What occurred helped to bring England into the mainstream of Western European History. But is all this enough justification for providing yet another resource dealing with the topic?

The answer can only be discussed in terms of the potential audience. It is clear this tape is not aimed at the younger child, since the format is that of the televised talk. H R Loyn, a leading early medieval historian, is both writer and presenter. It is his grasp of detail, his considered reflections and his overall perspective that gives the tape its essential value.

More than three quarters of the tape is taken up with a description of the events, concentrating on those that took place in 1066. Clear maps are used to illustrate the dual threat of Harald Hardrada and William of Normandy.

As always in this series, the presenter speaks from a site associated with the material. In this case we get three: Berkhampstead, site of the final submission of the English leaders to William: Pevensey, site of William's landing, and of course, Battle itself. The story is well told and the major sources are all mentioned.

This tape is a useful aid for O or A level teaching. While being at too high a pitch for junior secondary classes, it is not an academic study of the complexities of continuity and discontinuity. Mr Loyn confines himself to the political changes, some of which do have social implications, but largely he ignores more sophisticated issues of cultural transformation.

However, questions of language, colonization, rural structure, aristocratic displacement and the separation of royalty from the rest of the nobility are all mentioned, though briefly.

It is a pity that the producers should have let themselves down with a minor technical fault; Professor Loyn is a competent speaker, reasonably compelling, but gusts of wind intermittently disturb our concentration at all three of the sites used. The Berkhampstead sequence is further upset by the rush of trains going past, and the screams of children.

James Bromwich

GERMAN in action

Brian Hill on two German language series to record for the school video library

Two new German television series for schools are being broadcast after half term. *Partner* (ITV, Tuesdays, 10.23 from February 28) is meant to be at Level One and is the first stage of a multi-media course to be published eventually by Longman.

Teachers who have received advance publicity for the five programmes may be surprised by the actual broadcasts. Since the brochure was printed there have been some major changes at Thames and the programmes bear little relationship to what had been originally intended.

There will now be no attempt to create programme themes, but we will be given some sixty independent sequences. These will form the basis of a video resource bank from which teachers can select at random on a self-service basis. Preliminary transcripts will shortly be sent automatically to all schools which ordered the Notes. (Teachers who did not order them can receive a copy from their local ITV company, or from Schools Publications – see footnote.) The definitive notes should be available in the summer and these will contain the transcripts together with background notes and master worksheets.

This is a rather messy start to what was designed as an important new development and it is not yet clear how useful the materials will be. On the plus side, an unusually wide variety of situations and language functions are shown, ranging from shopping and asking the way, to buying food and converting schillings to marks. (Some of the sequences are filmed in Austria.) Along the way expressions of pleasure, anger and disappointment are shown, both in language and gesture.

There is a question mark, however, over the use of *Partner* in the classroom. In some sequences the pace and content is beyond the reach of Level One students. All are shot on location, which provides rich visual background, but the sharpness and clarity of the dialogue is often poor. Some sequences such as ordering food in restaurants also appear staged and unnatural. I suspect that the ultimate success or failure of the series will be decided more by the quality and content of the support materials than by the programmes themselves, and the signs here are more encouraging.

The BBC's new series *Unter uns* (Tuesdays, 9.09 from March 6) is also an actuality-based resource series meant to be video recorded and dipped into at will. It presents without mediation or commentary nine short sequences of documentary film showing ordinary Germans using their language in everyday situations. The introduction suggests that the series will be of most use to teachers following the first two stages of Graded Objectives schemes, but that it will also have a role to play in pre-examination reinforcement and revision. It would be more realistic to aim for the latter.

Unter uns contains much of the film used in *Alles klar*, but it has been re-blended to provide fuller situations, not broken up and presented as structured language functions. Some discarded film has been re-introduced, along with additional sequences and extended interviews. This is ingenious and works well.

The sound quality is, in general, better than that of *Partner* though, here again, some outside location shots suffer from a high level of ambient sound. It seems to be frustratingly difficult to achieve visual authenticity and variety alongside sounds that can be captured and re-worked in the classroom.

The course is accompanied by a short booklet available from CILT. This contains the transcripts, plus lists of key words and functions.

The broadcasting of two German television series, designed for much the same audience, within a few minutes of each other on the same day calls into question again the degree of genuine consultation between ITV and BBC. There is considerable overlap between the two series in subject matter and handling. Why is it that such a scarce resource cannot be more carefully distributed? Few teachers will be able to record and use both series, so why could two separate series, each with its own clear-cut roles and objectives, not have been provided to make more sensible use of such a valuable but scarce resource?

Partner *notes, £1.50 from Schools Publications, Thames TV, 149 Tottenham Court Road, London W1P 9LL*
Unter uns *booklet, £1.25 from CILT, 20 Charlton House Terrace, London SW1Y 5AP.*

Rural myth

Country Crisis?
Channel 4
Tuesdays 6.30 pm.

"The lid off the chocolate box" is the avowed intention of this archetypal Channel 4 series. As the opening titles roll, presenter Merryn Longfoot steps in front of a thatched cottage to say "I'm just off to the village shop". After extolling its supposed virtues (open all hours, comprehensive stocks) the camera pulls away – ingeniously revealing that the cottage is only a picture in her hand. "A nice idea", she says, "but strictly for chocolate boxes. Nowadays that village store is far more likely to be a hypermarket set in the middle of nowhere".

This arresting use of the words "far", "more" and "likely" does scant justice to the thousands of village shops still doing business in what, I regret to say, is only too frequently a Tesco-less countryside. Nor does the use of the term "middle of nowhere" appear complimentary to that self-same countryside, to whose preservation from all form of change this series sometimes appears to be devoted.

Far from lifting the lid off the chocolate box to reveal the reality of rural life in the 1980s, *Country Crisis* creates one or two myths of its own. True the countryside is changing – but so too are the towns; since when did evolution = crisis? Doubts are not dispelled by the supporting statistics. We are told that 10,000 miles of rural railway line were lost between 1956 and 1977 and that the further loss of 400 miles between 1977 and 1982 shows that this "disturbing trend continues today". The cuts *are* disturbing but that particular trend has been with us ever since 1931.

A graph, showing the percentage of settlements in different size categories served by delivery vans, provokes presenter Merryn Longfoot to say: "As this graph shows, it's the bigger towns that have the best shops on wheels as well. Except, of course, for library books". By this time the producer has cut from the graph to a close-up of a library book, presumably for the benefit of those viewers whose addiction to the box requires such visual reinforcement. He would have been better advised to have lingered longer on the graph, since it shows clearly that both butchers' and grocers' delivery services were available to a higher percentage of the smallest settlements (0–249 people) than to those in the largest (1000–5000 people).

What is missing from the programmes I have so far seen is any real hint of the trade-off that exists between the many inconveniences and discomforts of rural life on the one hand, and the consolations and rewards on the other. Presumably this is to follow in some future programme – if only to justify the question mark in the title.

Philip Sauvain

briefings radio & tv

For schools

GOING TO WORK
(Monday 9.38, Fri 11.44, BBC2)
A new film about life and work in a small market town, for 14 to 16-year-olds.

EVOLUTION
(Tuesday 10.43, ITV)
A three-part unit for A-level biology students looks at the evidence that evolution is still in progress.

THE FRENCH PROGRAMME
(Tuesday 11.38, ITV)
Stage 3 of Action-télé provides opportunities for 14 to 16-year-olds to improve their listening skills and practise for oral exams.

INTRODUCING SCIENCE EXTRA: JUNIOR ELECTRONICS
(Tuesday 14.20, VHF4)
A simple introduction to the study of electricity for nine to twelve-year-olds.

TREFFPUNKT: DEUTSCHLAND
(Thursday 9.15, BBC2)
ENCOUNTER: GERMANY
(Thursday 9.33, BBC2)
Two parallel sets of German language and background resource materials.

WOMEN IN THE TWENTIETH CENTURY
(Thursday 10.15, VHF4)
This new series focuses on the changing situation of women. 'The Angel on the Hearth' assesses the role of women at the beginning of the century.

Continuing education and Open University

EDUCATION FOR ADULTS
(Saturday 08.05, BBC2)
This new OU course examines here the provision of educational facilities for older people.

USE YOUR HEAD
(Sunday 12.10, BBC1)
Aimed at those interested in improving their memory, reading skills and approach to problems. Also keeps teachers and professional people up-to-date with developments in learning.

LOCAL OU LINK
BBC Local Radio and the Open University have joined forces to produce a new eight-part series of "Writers and Places" in the South and South East of England.

The programmes, being broadcast on Radio Kent on Saturdays at 1.30pm and on Radio Sussex on Mondays at 11.30am, spotlight a range of writers from Chaucer and Ben Jonson to Dickens and Kipling.

UNION WORLD
Schoolchildren and industrial relations is the subject of Granada Television's "Union World" this week (Saturday 25 at 7.30pm, C4)

Four years ago a national survey of students revealed a hostile attitude to trade unions. So the Schools Council Industry Project was set up to teach a better understanding of industry.

"Union World" visits a class of children at Minsthorpe High School, in West Yorkshire, as they act out management and union roles to show how disputes begin. The class is taken by Phil Scott, a former bus driver now TGWU's education officer.

TV84

As part of its efforts to advance the study of television and its role in education, the British Film Institute has designated 1984 "The Year of Television". TV84 will be presenting a wide range of events throughout the year at the National Film Theatre in London and its affiliated regional theatres.

One important and pressing issue is cable television. With 11 cable operators already holding licences, the nature of the programmes they will carry is a matter of urgent concern. At a recent conference held by the Council for Educational Technology, doubt was expressed about the benefits of cable for education: while its potential was immense, did the operators really know what educationists required? A series of Tuesday lunchtime lectures at the NFT this month and next discusses the background and future of cable.

The new technologies will also be discussed at an International Television Studies Conference in July at the University of Leeds, the first major conference of its kind. But throughout the year British TV will be placed in an international context with programmes from France, Japan and the Soviet Union.

Gillian Macdonald

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module for CSE, 'O', 'A' level CDT, Computer Studies, and Electronics will be available to schools in the summer of 1984.
(766)

Classified Advertisements

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Nursery Education

Headships

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT MILL HILL NURSERY SCHOOL (Group 2)
Required for Easter, 1984 or as soon as possible thereafter:-
Headteacher (Group 2).
Application forms obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned to him by 9th March, 1984. (57904) 100010

BERKSHIRE

BLAGDON NURSERY SCHOOL AND CHILDREN'S CENTRE
Blagdon Road, Reading, Berks.
N.O.R. 42 F/T Places
Required for September 1984, HEADTEACHER (Group 2 plus allowance for additional duties) for this school with extended day and term facilities.
Application forms and further details from Director of Education (ES/SS), Shire Hall, Shinfield Park RG2 9XE (SAE).
Closing date: March 16th, 1984.
Berkshire County Council is an equal opportunity employer. (57716) 100010

SURREY COUNTY COUNCIL

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* Generous relocation expenses in approved cases.

HEADSHIPS

SPELTHORNE COUNTY FIRST SCHOOL, Ashford Common

Headteacher required from the commencement of the Autumn Term for this Group 5 First School for pupils aged 5–8 years.

N.O.R. (January 1984) 211 plus Nursery unit for 20 pupils (a.m.) and 20 pupils (p.m.)

Salary scale £11,457–£12,672 p.a.

CHARLWOOD COUNTY FIRST SCHOOL, Charlwood, Horley

Headteacher required from the commencement of the Autumn Term for this Group 2 First School for pupils aged 5–8 years.

N.O.R. 43. Salary scale £9,504–£10,536 p.a.

Application forms and further details for both the above posts available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ.

Completed applications should be returned not later than 9th March, 1984. (2431)

Other Appointments

BERKSHIRE

WAVERLEY SCHOOL
I.A.P.S. Day School
Nursery Teacher, Scale 1, required for 1st May, 1984, a temporary post for one term with possibility of post becoming permanent in September, to teach a class of 3–4 year olds.
Applications should be sent to the Headmaster, Waverley School, Ravenswood Avenue, Crowthorne, Berkshire, enclosing CV and names of two referees. (54372) 100026

BOTSWANA

NURSERY/INFANT TEACHER to run a kindergarten for 3 - 6 year olds in BOTSWANA.
Qualified teacher required, minimum 2 years experience.
2 year contracts, including flights and modest living allowance.
Regret no funding available for dependents.
Applicants must be resident in the U.K. or Ireland.
Write for details, including a short c.v. and large s.a.e., to: International Voluntary Service, TS11, 53 Regent Road, Leicester LE1 6YL. (64474) 100026

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT MOSBOROUGH TOWNSHIPS UNDER 5's SERVICE SCALE 2 TEACHERS
Two experienced Nursery teachers are required from 30 April 1984 to work in a team of 14 or more staff (6 teachers, 8 nursery assistants) in this new service which combines the Family and Community Services and the Education Department in making education and day care available through one agency.
The service operates an extended day between 8.00 am and 6.00 pm, over a 50 week year and will operate on 2 sites at Halfway and Waterthorpe First Schools. All staff will be appointed to the whole service and not to a specific site.
Normal teachers' conditions of service will apply but those hours and holidays will be taken over the 50 weeks and between the hours of 8.00 am and 6.00 pm.
This is a unique experiment, staff must be aware of the needs of young children and their families, have a non-traditional approach to provision for the under fives and have a willingness to involve parents as partners.
Scale 2 teachers to be responsible to the Co-ordinators for the day management and curriculum development.
Application forms and further details are available from the Chief Education Officer, (Teachers Division) to whom completed forms should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ by 9th March 1984.
This is a readvertisement. Previous applicants will be considered and need not re-[illegible] 100026

NOTTINGHAMSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following posts:-
NORTH BORDER INFANT SCHOOL
Snipe Park Road, Bircotes, Doncaster, S. Yorks DN11 8DR
Headmistress: Miss G.E. Rogers, J.P.
Roll: 280 (plus 60 place nursery unit)
For Easter, experienced and energetic teacher (Scale 3) in charge of nursery. Successful candidate will organise and develop the work of this 60 place nursery unit.
Full details available from the Headmistress at the school. (57122) 100026

OXFORDSHIRE

COUNTY COUNCIL
GRANDPORT NURSERY SCHOOL
Abingdon Road, Oxford OX1 4LB
Required for September 1984, a Nursery trained teacher who is experienced, mature and imaginative for a group of 20 children from varied backgrounds.
Application forms available and visits welcomed. SAE please. (54268) 100026

Primary School Education

Headships

BERKSHIRE

LODDON INFANT SCHOOL
Silverdale Road, Earley, Reading, Berkshire
N.O.R. 169
Required for September 1984, HEADTEACHER (Group 3).
Application form and further details from the Director of Education, (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE).
Closing date March 8th, 1984.
Berkshire County Council is an equal opportunity employer. (50631) 110010

BERKSHIRE

REDLANDS PRIMARY SCHOOL
Lydford Road, Reading, Berkshire
N.O.R. 200
Required for September 1984, HEADTEACHER (Group 4).
Application form and further details from the Director of Education, (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE, (SAE). Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (50635) [illegible]

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
ST. MATTHEWS R.C. FIRST SCHOOL
Stirfron Drive, Allerton, Bradford
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 school which has 93 children on roll. The post is available from September 1984.
The successful applicant will be expected to sign the Catholic Education Councils' contract of employment.
Application forms and further details may be obtained from the Directorate Personnel Officer, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Completed forms should be returned to the Chairman of Governors, Father Kenny, St. Matthew's Presbytery, Saffron Drive, Bradford BD15 7NQ by 9th March 1984.
Reference ET 14484/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (54656) 110010

BUCKINGHAMSHIRE

COUNTY COUNCIL
ST. MICHAEL'S C. of E. COMBINED SCHOOL
Chapel Square, Stewkley, Leighton Buzzard, Beds.
Applications are invited for the HEADSHIP of this school from SEPTEMBER 1984.
Roll: 121 Pupils aged 5 - 12. Group: 4.
Assistance with removal expenses is given in approved cases.
Application form and further details from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH.
CLOSING DATE: 12th March. (57129) 110010

CORNWALL

EDUCATION COMMITTEE
PRIMARY HEADSHIP
PENPONDS C.P. JUNIOR & INFANT SCHOOL
Barripper Road, Camborne, Cornwall TR14 0QN
(Group 2), available from 1st September, 1984. Closing Date 16th March, 1984.
Application form and further details available on receipt of a S.A.E. (Foolscap) from The Secretary For Education County Hall, Truro, Cornwall TR1 3BA. There is a Removal Expenses Scheme for out County Applicants. (54048) 110010

London Borough of ENFIELD
EDUCATION DEPARTMENT

HEADSHIP

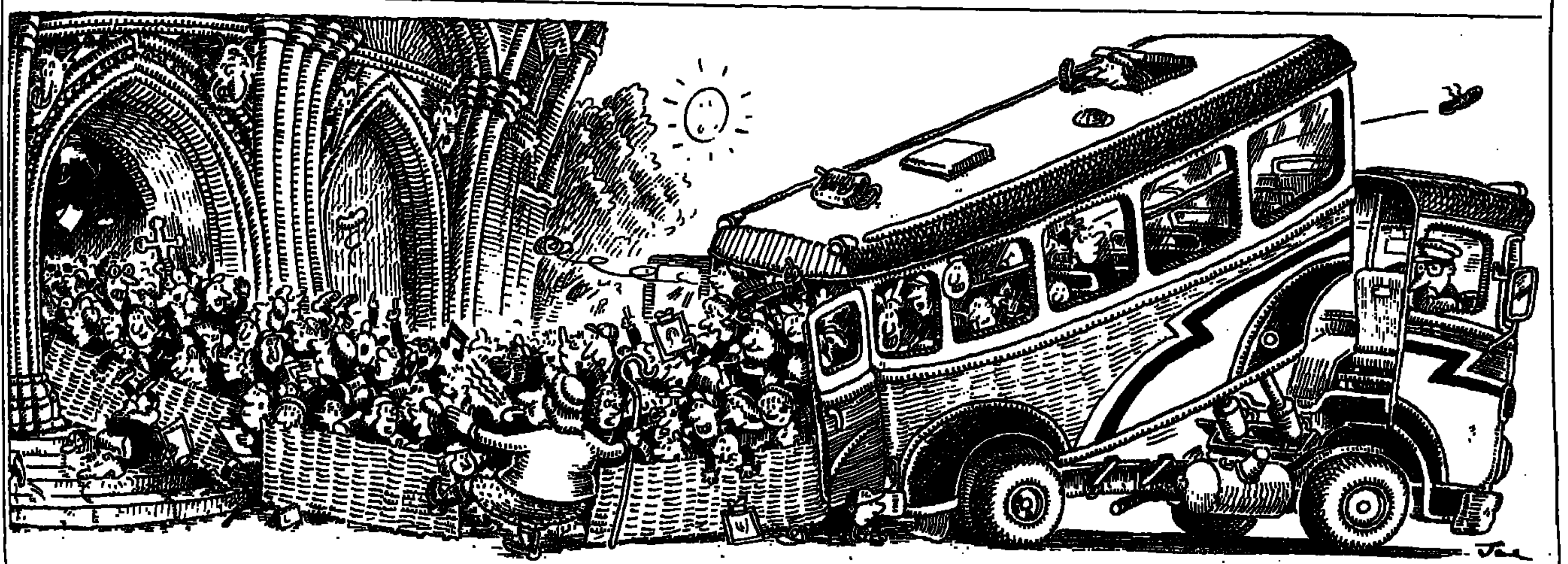
CHESTERFIELD INFANT SCHOOL
Chesterfield Rd, Enfield EN3 6BG
Group 5. Roll 280 plus Nursery Class

Applications are invited for this headship which will fall vacant in September 1984.
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 9th March, 1984. (2417)

EXTRA

SCHOOL VISITS



The South Bank show

Art, theatre, music and cinema
Report by Nick Baker

The South Bank complex is a supermarket for culture. You can either drop in for a small purchase – a play, perhaps, or an exhibition, or if your classes are culture-hungry you can spend days there, stocking up on artistic "goodies". Of course, a taste for grey concrete is an advantage.

Party booking for the National Theatre is marginally less complicated than applying for an Albanian visa, but ultimately more rewarding. ILEA operates a system whereby tickets are free to schools, and most outer London boroughs distribute tickets to schools at £2.50 or less. Contact your drama advisers for details.

Schools outside London can join, free of charge, the NT Schools' Association which operates a mailing list and a priority booking service. Tickets cost between £3 and £4. Also available for school groups of 30 and over are "ordinary" student concessions at £2.70 per ticket, but booking is more difficult so do not be misled by the apparent cheapness.

The NT Schools' Association also offers groups a concessionary rate of £1 per ticket for backstage tours of the building. You can eavesdrop on a rehearsal, visit the vast scenic workshops and technical areas, learn that Sir Laurence Olivier's favourite colour is purple (hence the colour of the 1,160 seats in the theatre named after him) and that the theatre stores thousands of costumes under Platform 1 of Waterloo Station. The tour is highly recommended, particularly if you can arrange to see a show on the same day.

The NT offers the whole of its repertoire to schools, but makes suitability warnings where appropriate. Incidentally, there are no "school shows" – performances set aside exclusively for school audiences, so your classes will always rub shoulders with a wide theatre-going audience.

The South Bank's music complex offers a large variety of events in its three venues, the Royal Festival Hall [illegible] "sweep the board" where special schemes are concerned. Under the Young Concertgoers Scheme, free to school groups of 12, a musician from a major orchestra will make an introductory visit to a school. Then, when the school group attends the subsequent concert, there will be a further meeting with the musician during the interval.

The GLC sponsor a special £2 follow-up ticket for students who attend concerts by themselves or with friends. There are generous discounts at all three venues for school goups of over 20, and schools can join the free mailing list service which distributes a monthly diary: *Music on the South Bank*.

You can hear chamber music, jazz, pop, carol concerts or watch ballet on the South Bank. There are also free guided tours of the Royal Festival Hall for school groups of 25 and over. Music venue foyers are open from 10 am, with gift and record shops, special exhibitions and probably the best range of catering on the South Bank.

Choice ranges from a cafeteria to a more elegant wine bar/buffet and special arrangements can be made with the Royal Festival Hall's catering service for a group set-price menu.

The Hayward Gallery offers high quality visual arts exhibitions, changing three or four times a year. The next looks at Norman art and architecture between 1066 and 1200. Half-price tickets, usually £1 (not available weekends or Mondays) are available to all students and pupils, but it's advisable to book beforehand if you want to take a group of over 10. This will also ensure you get any introductory material on offer. Generally teachers with groups of 10 or more pupils are admitted free, but this rule is made flexible by the gallery superintendent in order (for obvious reasons) to boost teacher-pupil ratios.

The National Film Theatre, with its two small cinemas, doesn't offer much to schools. Except for special "Junior" screenings, programmes are limited to an audience of over 16s. To qualify for group concessions (tickets for groups of 20 are reduced from £2.20 to £2.00) one of the group has to be a member, although the NFT box office may at its own discretion admit non-member parties for weekday matinees if sufficient warning is given.

If you feel your school group hasn't a great deal of stamina for self-improvement, why not try and arrange tickets for a recording of a television show at London Weekend Television's South Bank Studio? Free tickets are available for groups of over 20 (over 15s only) by writing to LWT, who will then send you a booking questionnaire, on which you can state a preference for chat show, quiz game, light entertainment or situation comedy.

Eventually (often after a long wait) LWT will come back with an offer of tickets. The wait may be worth it – you may find that after a day with Mozart, Modigliani and Marlowe, *Metal Mickey* is a welcome relief.

National Theatre, South Bank, London SE1 9PX. Educational Information: 01-928 2033 ext 382 & 390. Schools Association: 01-928 2033 ext 319. Backstage Tours: 01-633 0880.
Royal Festival Hall, Queen Elizabeth Hall, Purcell Room, South Bank, London SE1 8XX. Schools' booking details and mailing list information: 01-928 3641. Catering management: 01-928 3246.
Hayward Gallery, Belvedere Road, London SE1 8XZ. Gallery superintendent: 01-928 8144 Ext 24.
National Film Theatre, South Bank, London SE1 8XT. Box office: 01-928 3232/3.
London Weekend Television, Ticket unit, South Bank Television Centre, Upper Ground, London SE1 9LT.
Transport: LT stations: Embankment, Waterloo. BR: Waterloo, Waterloo East. The National Theatre car park cannot accommodate minibuses. National Car Park's Coin Street park is closest.

Are you Planning a School Visit?

If you are then you will need inspiration and information on places to visit. This is where ABC's two historic publications prove invaluable, Museums & Galleries (£1.75) and Historic Houses, Castles & Gardens (£1.95) are packed with all the information necessary to make every trip a success—opening times, location, catering facilities, details of the collection, admission charges etc.
The new, thoroughly updated 1984 editions are available from W.H. Smith, your local bookseller or direct from the publisher. Why not clip the coupon and order now?

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General

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Equipment available through Expedition Youth Services includes tenting and outdoor clothing, boots, sleeping-bags, rucksacks, holdalls, stoves and cook sets, axes and knives, compasses, first-aid kits and similar items.

Minimum orders of £200 excluding V.A.T. qualify for Expedition contracts terms.

For a copy of our latest catalogue and price guide contact Martin Penstone FRGS (0903) 755352 & 764231 TELEX 878134

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Contact Webbers Travel, Blisland, Bodmin. Tel: (0208) 850236, for details of our 6½ acres Camp Site.
Coach travel, tents, etc., from £38.

Nursery nostalgia

Teddy bears, tin models and trains galore regale visitors to the London Toy and Model Museum. Fascinating for children, nostalgic for adults, it has thousands of toys and models packed into a large Victorian house in Craven Hill whose rooms have been converted to display them behind glass panels.

It was opened by Allen and Narisa Levy two years ago. Having been an avid train spotter as a child, Allen, who is an accountant by training, had built up as a hobby one of the best collections of international trains in Europe. These now form a major part of the display.

Narisa inherited her grandmother's collection of dolls in national costume and herself collected teddies, mechanical and cuddly, the oldest being over 70 years. Since, she has acquired many more, including modern favourites like Paddington and Super Ted.

A colleague, David Pressland, has provided another unusual collection devoted to tin toys such as brightly coloured ships, cars and animals. These were particularly popular around the time of the First World War, though some are 150 years old.

Both the variety and number of items on display are staggering. The trains alone span nearly 150 years, from simple wooden models to small-gauge electric layouts, and come from many countries. They include an interesting collection of American locomotives, some in cast iron, as well as many models by the famous German company, Marklin.

Everything is clearly captioned, with some background information on the walls as well. Though begging to be played with, they have to be displayed behind glass away from inquisitive fingers; however several of the trains are shown in working layouts and some can be activated by press buttons.

In the garden outside, a large-scale Orient Express steam train operates at certain times throughout the day on a continuous track beside smaller electric lines. Here there is also a 1920's roundabout, manually operated, and a vintage bus on which school parties frequently choose to eat their lunch. Much more fun than the garden seats!

Among the exhibits which Narisa treasures most is her own childhood car, a unique one-quarter-scale Cadillac; battery-operated, it was made in 1916 for the King of Thailand who subsequently gave it to her father and his nephew. As a child in Cornwall, it was her favourite and much-used toy. In the Museum it is now occupied by a huge, endearing teddy bear.

In the nursery section, there is a nostalgic array of old toys, including story books, bricks and doll's furniture. A doll's house, superbly furnished, illustrates a typical late Victorian household.

Another room is set out as shop windows, featuring products from two of Britain's most historic toy and model companies, Bassett-Lowke of Northampton, for whom Allen Levy once worked, and Meccano, founded by Frank Hornby in the 1920s.

School parties (who should book in advance) can arrange to have a talk, of about half-an-hour, on toys and models generally or a particular aspect of them for a specialized project. Work sheets are also available.

Having newly-converted the house next door, the Levy's are extending the museum in May to include a larger display of dolls and the Tiatsa Collection of die-cast models from Stratford-upon-Avon. The shop, which has a comprehensive selection of books on toys and models plus unusual toys costing anything from 10p to £30 (for a bear), will also be enlarged and there will be extended lecture facilities.

The London Toy and Model Museum, 23 Craven Hill, London W.2. (Conveniently near Paddington Station, the Westway Motorway and Queensway Underground); telephone 01-262 7905. Open Tuesday–Saturday 10am to 5.30pm (Sunday 11am to 5pm); school groups: 35p per head; otherwise adults £1.50, children 50p (under 5's free).

Gillian Thomas

Looms and mules

There is always something new at Quarry Bank Mill, Styal, and especially so in 1984 when celebrations are in full swing to mark 200 years of existence. Quarry Bank is a handsome building sited in idyllic Cheshire countryside yet handy for all motorways. It makes a perfect educational or recreational visit.

David Sekers is the energetic director and Ann Blackburn is responsible for educational groups. Their study packs and arrangements (tours, room for coats and eating sandwiches, etc) are excellent. Highlight of the anniversary will be the assembly of Fairbairn's 1850 water wheel which, when the River Bollin permits, will power mill machinery.

The looms and mules already produce calico which is made up on the premises into attractive goods for sale in the splendid shop. The wheel is housed in a massive chamber and when turning will prove an inspiring spectacle.

In August, there will be a reenactment of the arrival from America of the first shipment of cotton to Liverpool in 1784. A whole series of more modest events to stimulate interest take place throughout the year.

March sees performances by the National Trust's own Youth Theatre of a special drama with music based on the story of a child apprentice at Styal in the 1830s. This will undoubtedly appeal strongly to schools.

October sees a Textile Festival. School parties (September to May) already book in for workshop sessions of spinning, silk screening and inkle weaving. Sessions last two and a half hours and cost £1.50 per child.

A vast mule spinning gallery is to open. The cafe is now in the mill itself and serves homemade food at ungrasping prices. There is more to Styal than the mill with splendid rambles along the river, through the woods and round the adjoining village.

Dudley Wilson

Base camp

With over thirty years in the school bus business behind them, Webbers Travel, a Cornish coach operator, is extending its 1984 brochure to include a holiday for supervised groups of youngsters from schools, youth clubs, scout and guide groups, etc, at a price that should be well within reach of most purses.

The trip begins when a Webbers coach collects the group from their home town and whisks them down the M5 to Blisland, on the edge of Bodmin Moor. The company owns a modest but well-planned campsite about a mile and a half outside the village on the very edge of Bodmin Moor. The site has all basic facilities such as shower block, kitchen and dining area, which can also be used as a recreation room. Accommodation for the group leaders is in a refurbished mobile home which commands a fine view over the lower field, where the 4-berth ridge tents are set up. Campbeds and tents are provided, bedding, crockery and cutlery are not. There are no shops on the site, but telephoned orders of groceries will be delivered by a local cash-and-carry supermarket. The coach which collected the group is available for a further two days of organised trips or sightseeing during [illegible] this part of Cornwall is rich in healthy outdoor activities – walking, riding, sailing and windsurfing (under qualified instruction) and swimming for the well-insulated. Although Webbers undertake to provide transport to and from these activities, it is worth noting that there is no public transport in this area, and there could be times when everyone is confined to the campsite, so some games other than travellers' chess could be useful.

Although this is the first year in full operation, Webbers are anxious to expand their repertoire to cater for school field trips and environmental study groups with an interest in a particular aspect of Cornish physical or human geography. They will make every effort to arrange visits to local industries such as the tin mines or china-clay works which dominate this part of the Moor.

Not a holiday for those with a craving for Space Invaders, cinema or bright city lights, this offers the chance to clear the lungs of urban grime and explore some of the wildest and most beautiful scenery in the South West. Prices: South of Birmingham, £38 per child. North of Birmingham, £45 per child (based on 40 paying passengers with four free places for teachers). Further details from: Webbers Travel, The Garage, Blisland, Bodmin, Cornwall. Tel: 0208 850236.

Joanna Saunders

Come into the parlour

Hugh Dougherty calls in at 145 Buccleuch Street, Glasgow

Glasgow's Garnethill district in the city centre is a fascinating area to visit. It boasts famous buildings, such as Rennie McIntosh's Glasgow School of Art, and listed properties at every corner. The "Hill" is currently in the process of renewing itself and tenement after tenement is revealing the secrets of its architecture as the grime of a century is blasted and washed away.

Take a trip along Buccleuch Street, however, and you will come to one of the most imaginative tenement restoration schemes in Glasgow, for at 145, one up right, there is a beautifully and painstakingly restored flat. Fully returned to its late Victorian splendour, the flat is perhaps the Hill's greatest asset.

Here is the Glasgow tenement in all its glory, the home of Miss Toward, dress designer and maker, one of Glasgow's well-to-do of the 1890s. Restored by the National Trust, the house was opened in April and is becoming established as one of the country's best examples of a living museum of social history.

On entering the hall, the stained woodwork and the solemnity of the decor make a startling impression. A grandfather clock sets the slow Victorian pace with its measured tick and beside it canes and umbrellas fill the hall stand. One might expect a Victorian gentleman to emerge from the sitting room to pick up his cane and to rush past on his way to his cab in the street.

The kitchen was clearly the heart of the Glasgow tenement in its heyday. The sink, never a "jaw box" in well-off Garnethill, brass taps and even a mangle are all there along with the pulley which is festooned with the flowing bulk of Victorian underwear. Shelves are crammed with brass kettles and jelly pans while the coal bunker holds real coal to feed the range which has been blackened and Zeeboed to perfection.

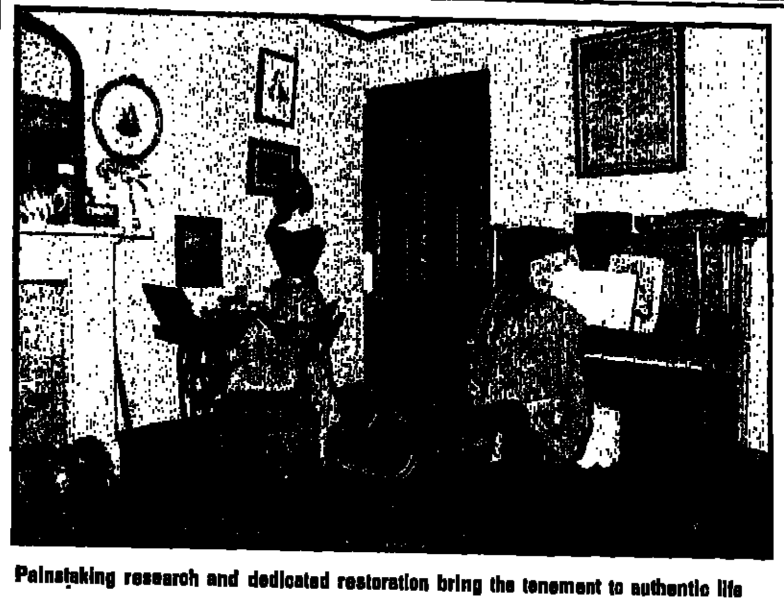
The range itself has been converted to run on gas because of smoke control legislation and gas also supplies the flat's light by way of totally authentic gas mantles. With a bed in the kitchen recess, the illusion of middle class tenement life is complete.

The sitting-room with its ornate fireplace, dining table by the oriel window and piano, speaks of comfort. A treadle sewing machine sits in the corner, like the flat, built to last. Bedroom and bathroom, authentically furnished, complete the picture and a chain-flushed toilet underlines the relative affluence of the original owner of the house at a time when most city dwellers were fortunate to have outside facilities. The stuff of social history has been brought most successfully to life in Buccleuch Street.

Painstaking research and restoration is the secret and the authentic paint and wallpaper finishes are the result of the care and dedication of one of Scotland's most skillful restoration artists, Robert Howie. Robert has worked with the National Trust for 22 years and he has put all his experience to good use at Buccleuch Street.

A native of Mauchline in Ayrshire and a life-time master painter, Robert spent 10 years attending Kilmarnock Technical College in his own time to study arts such as brush dragging, the production of real distemper and the stencilling and painting of heraldic designs. His work has included the renovation of Culzean Castle and Brodie Castle in Morayshire along Falkland Palace and a string of stately homes whose owners prize his skills.

At Buccleuch Street, ably assisted by his mate Willie Bushell, Robert has recreated the Victorian decor with great care. He waxed eloquent about how to make distemper from whitening and size as he put the finishing touches to his work just after the flat was opened to the public and pointed out that paint finishes were entirely different from modern textures around the turn of the century. With no brilliant whites or polyurethane paints available, paints were invariably duller and Robert has had to compensate in his restoration to produce a satisfactory effect. To appreciate just a few of the technical details of his work is to go someway towards understanding the great skill Robert Howie has exercised in the restoration of Buccleuch Street.



Painstaking research and dedicated restoration bring the tenement to authentic life

Even something as mundane as wallpaper has proved a problem, for authentic prints are hard to come by from Victorian times, and in the sitting room Robert is working on recreating the original pattern, copied from a fragment unearthed under at least 10 layers of paper scraped from the wall. Using a stencil and dry-brushing technique, he will copy the pattern on to the distempered wall in a process calling for many man hours and an extremely steady hand.

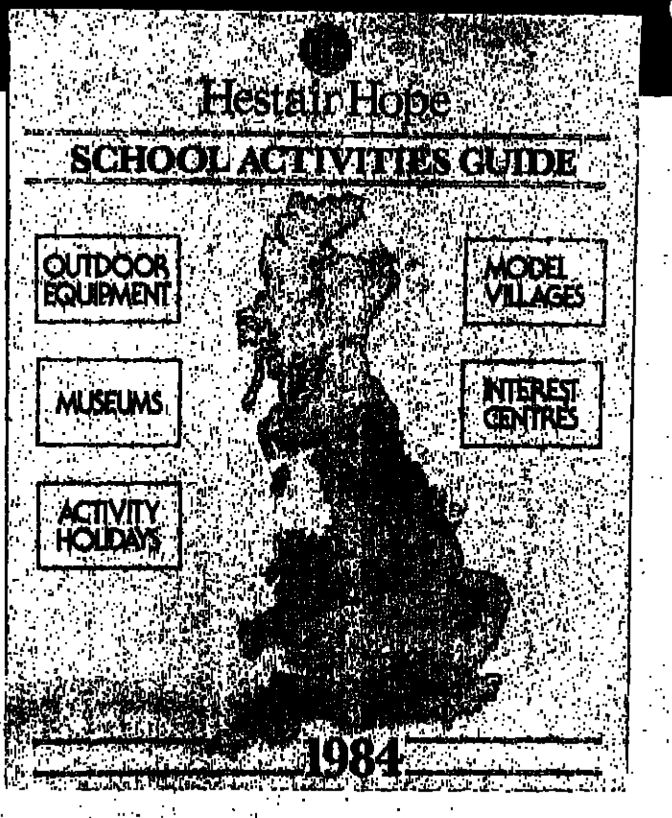
A visit to Glasgow's Buccleuch Street flat is an experience not to be missed. You can feel and see the past, for nothing is roped off and history comes alive in three dimensions. It seems a natural attraction for schools wishing to teach some living social history, not to mention the many tourists who will come to wallow in its nostalgia. Even someone like myself, brought up in a similar flat in Langside in the fifties, will recognize coal bunker and sink in an object lesson on how the Glasgow flat in general must have been in its heyday.

Standing as it does above the intrusion and bustle of the modern M8 motorway, the interior peace and calm of the Buccleuch Street flat stands in remarkable contrast to the 1980s outside and just for a little while you have journeyed back into a more serene age where the predominant noise was that of Miss Torrance's sewing machine, interspersed with the occasional rumble of carriage wheels on cobbled Buccleuch Street. Living history has been most successfully recreated in the flat.

In the kitchen, Victorian underwear and a bed in the recess

The Buccleuch Street flat is open Monday to Friday and Sunday from 2 to 5 pm and from 10 am to 12.30 and 2 to 5 pm on Saturdays. Tickets cost 80p. each and are available from the National Trust Office in Hutcheson's Hospital in Ingram Street. To avoid diappointment, ticket purchase and pre-booking at the Trust's Office is essential.

Combine work and play with the Hestair Hope activity guide



If you're looking for somewhere to take your class on your annual school outing, look no further than the Hestair Hope Supplies Catalogue. Within the catalogue, our School Activities Guide contains a wealth of ideas for school visits, ranging from activity holidays to model villages. Our free reader enquiry service means that it won't cost you a penny to get full information on any of the centres featured. For your free copy of the Hestair Hope School Activity Guide, fill in the coupon below and return it now.

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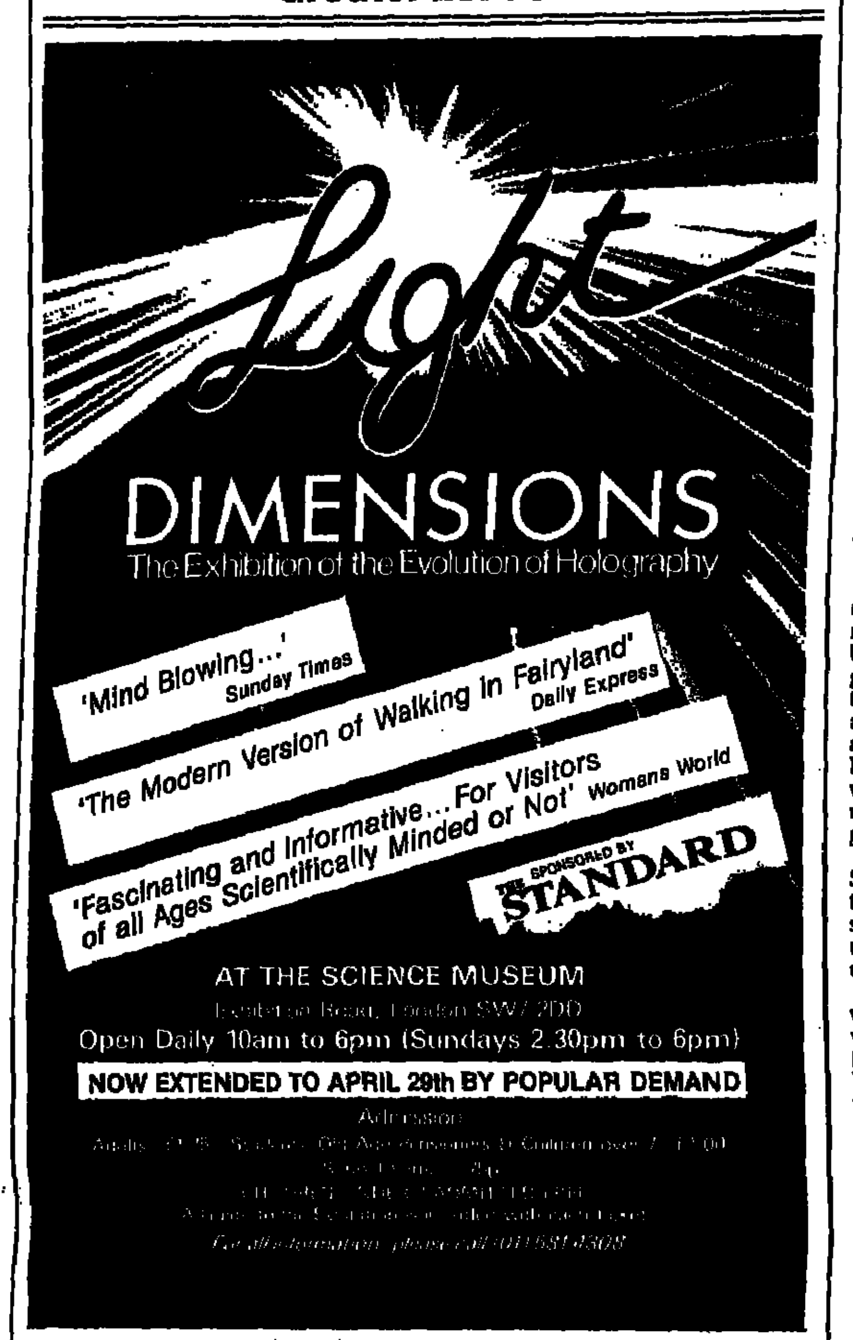

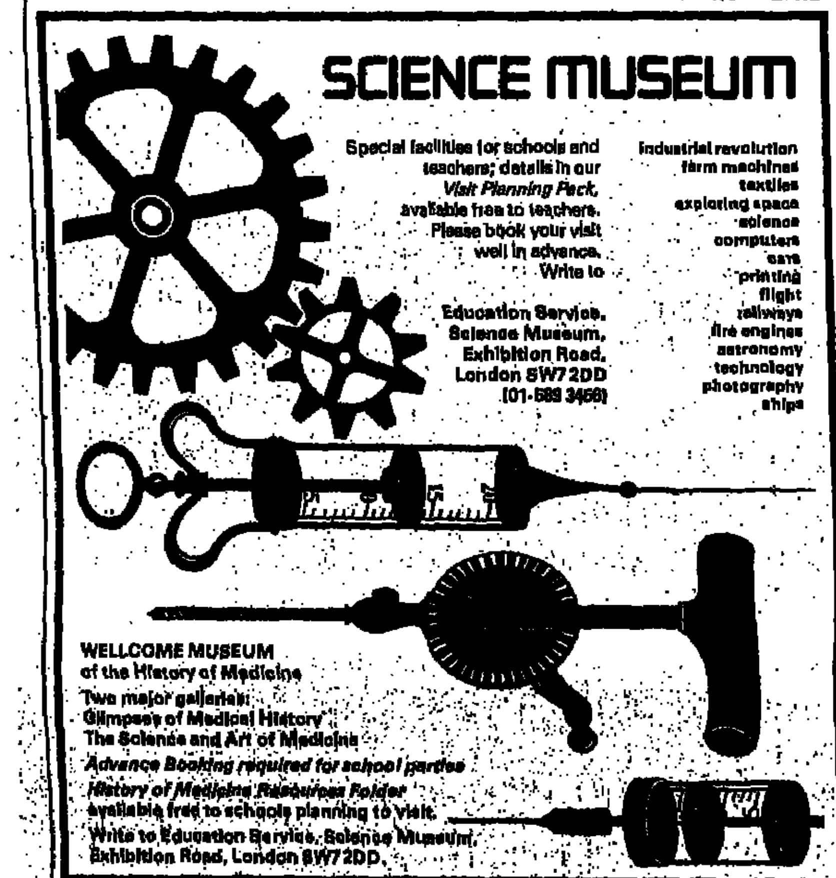

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Facing the fundamentals

A school holiday with mentally handicapped youngsters presented particular problems to Bernard Emblem

Enough money was raised in a local pub this year to send 10 mentally handicapped children from our school on a week's holiday in Wales. A chance to spend seven days meeting real and challenging social situations seemed an ideal opportunity for our 14 to 16-year-olds to put skills practised in the classroom into use in the real world. What I hadn't realized was that I would learn as much as the children.

The children prepared for the holiday in their own way, with some far more aware than others of what would be happening. All knew they were going to the seaside with Sue (another teacher) and me, but only Michelle actually talked about it much – she was always talking about it. We heard daily how much pocket money she'd saved, what new clothes she had, and how much she was looking forward to going.

Off to a rousing cheer on a dismal Saturday morning the only problem on the journey was when Farida lost her sandwiches, but we managed to fill her up with assorted non-meat bits from everyone else's.

On arrival at our Colwyn Bay hotel we were met by the manager, Frank, who greeted us warmly and helped us find our rooms. The boys spotted the bar on the way up, and were excited at the prospect of buying their own drinks. As they unpacked, Steven and Nigel argued over the relative merits of beer and lager. I assured Steven that Frank wouldn't serve them beer or lager.

I went over to see how Sue and the girls were settling in on the other side of the hotel. Things were not going well. Three of them had managed to lock themselves in their room. Their inability to follow direct instructions without the usual additional clues of gesture and facial expression was soon apparent. It took a full 10 minutes to explain that they should turn the Yale lock as well as the door handle, but they understood eventually.

Returning to the boys' rooms, I discovered that Nigel was locked out, and that John, completely misinterpreting the situation, had put his pyjamas on instead of unpacking his case. I got John back in his clothes, and learned from Frank where the master key was kept.

In schools like ours we are quite proud of the fact that we no longer drill traditional school subjects such as the 3R's for their own sake, but concentrate on aspects of those subjects likely to be of value to the children when they leave school: the ability to recognize all the coins, to combine coins to pay for things they want to buy, to write their own names and addresses, to read useful signs, such as "Toilet".

On the holiday we quickly realised that far more fundamental problems would have to be solved before such skills could be put into practice. Attitudes to money were particularly interesting. I was really taken aback that, given £1 a day each to spend none of the children were able to spread it through the day without considerable help.

Some were out-and-out spendthrifts. Steve, for example, regarded 10p and 50p labels on fruit machines as instructions to be obeyed, and would have happily spent his money this way. Others, like Alison, well aware that they had plenty of money, were reluctant to spend any, even when they saw things they wanted to buy.

It was their inability to make a reasonable decision, deciding what would happen if they spent 20p, for example, which negated any mechanical expertise with the coins.

Some will undoubtedly eventually achieve limited financial independence, and devise their own way of dealing with the problem. A simple, but effective, technique sometimes adopted is to always offer much too much in a shop. You end up with vast amounts of change, but it does save embarrassment at the till, no need to know coin values with this approach.

The holiday was, as we'd hoped, full of delight, and incident . . . Michelle went on the big dipper by herself, and poor Nigel fell off a wall and broke his glasses. An ostrich plucked Julie's zoo guide clean out of her hands, but that night a theatre-full of pensioners sang "Happy Birthday" to her when we went to see a variety show. We were provided with a minibus, free of charge, for three days, and though we did have a breakdown, another motorist lent us tools to get the bus going again.

Everywhere we went, in fact, we were met with friendliness and interest. It would be nice to think that the children would be received in the same spirit if, as adults, they try to achieve some kind of independence. But it is far easier to relate to the mentally handicapped as young members of a school group, than as individual adults.

The holiday was full of lessons for both staff and children. I was forced to reconsider many of the assumptions I'd made about what would help these children integrate successfully into society. We tend in school, I realised, to concentrate on the mastery of certain skills – the ability to cross the road, for example – but do this too much in isolation. Teaching a child to use a pelican crossing is a waste of time unless you're sure he'll use it when you're not there.

Though we managed to avoid any embarrassing incidents, I also discovered that an awareness of social conventions – remembering to close the toilet door, not commenting on other's mistakes, using cutlery correctly – was more important than I'd realised.

We regarded the holiday as a great success, and are keen to repeat the venture next year, if we can find the money, but I, at least, regard it as at least as beneficial and educational for the staff as for the children.

Visits diary

"A Day of London Theatre", a behind-the-scenes look at putting on a play followed by a performance of *Clashpoint*, takes place throughout March at the Westminster Theatre, London; £3.50 per head (suitable for secondary pupils), telephone 01-828 6591.

"Wedgwood in London" from May 18 to August 31 is a free exhibition illustrating the pottery's development since 1759. Facades and interiors are being recreated in the company's London showrooms in Wigmore Street to show off many rare pieces. Contact: Jean Bramfitt, 01-486 5181.

ral's education officer can always organize projects on site and lectures on the Saxon theme. 0962-66854.

Festival until September. There is to be a special service and an exhibition mounted by local schools. The cathedral's education officer can always organize projects on site and lectures on the Saxon theme. 0962-66854.

July 3 to 5 are steamdays for schools at Didcot Railway Centre when special facilities are being organized for groups, including steam-shed activities and a travelling post office demonstration. 0235-817200.

The English Tourist Board is celebrating "English Gardens" throughout the year highlighting the 2,000 gardens which can be visited. A guide to 500 of them is published next month, £1.75 from bookshops.

GT

Churchill's Chartwell

It is not surprising that Churchill once said: "A day away from Chartwell is a day wasted". Nestling in the Weald of Kent, the house, with its panoramic views of woodlands to the north and east and of Crowborough Beacon to the south, could be a million miles away from the bustle of central London and the cares of Downing Street. In fact, it is only three miles from the M25 and less than 25 miles from Hyde Park, Corner.

Bought by Churchill in 1922, the house had been uninhabited for 10 years and was so dilapidated that a local doctor remembered finding a previous occupant sitting up in bed with an open umbrella as the rain poured through the ceiling.

With characteristic enthusiasm and single-mindedness, Churchill set about achieving a long-term transformation, adding a wing and building much of the kitchen garden wall and the garden cottages himself, earning a bricklayers' union card in the process. In the inter-war years this is where his family was brought up, where much of his Nobel prize-winning writing was done and where much of the research took place for the prophetic warnings he issued whilst out of office about German rearmament.

Churchill was unable to visit Chartwell much during the war, and he decided to sell it after his election defeat in 1945. It was, however, bought for the National Trust by a group of his friends on the understanding that he should continue to live there. After his death in 1965, Lady Churchill and her daughter, Lady Soames, helped to recreate the Chartwell of the 1930s before it was opened to the public a year later.

Apart from giving a unique impression of the Churchills at home, Chartwell somehow manages to convey the impression that its celebrated owner still lives there. From the newspapers still set out each day in the drawing room to the painter's white coat still hanging over the easel amidst many of Churchill paintings in his garden studio, one feels his influence everywhere.

Chartwell has an extensive bookstall which contains not only all the major works about Churchill but also his *Painting as a Pastime* and paperback editions of his historical writings. Although there is no children's guidebook as yet, a 10p leaflet and the 75p illustrated commemorative booklet are excellent project fodder, and Robin Fedden's guide "Churchill and Chartwell" is a good source for teachers to consult.

Pre-booked parties can be given guided tours on Tuesday mornings, and under the National Trust's corporate membership scheme a £30 card covers a teacher's preliminary visit and a party entry of up to 60 pupils here and at other Trust properties. It is well worth it.

Further information from the administrator, Mrs J Broome, Chartwell, Westerham, Kent TN16 1PS. Tel: Edenbridge 866368.

Nigel Richardson

EXTRA

London calling

UK Connection Limited (76 Deodar Road, SW15 2NJ, telephone 01-874 2663), in the words of the company's enterprising founders Tim Wakefield and Chris Grey, sets out "to crack the mystique of London's expense". London is certainly the most popular school-trip destination in Britain.

The sights, ceremonies, parks and shops, the sense of living history are irresistible draws. The great museums, galleries, theatres and concert halls repay experiencing not once but several times in any child's scholastic career.

Parliament in Hansard, on radio and soon television is fine but the atmosphere over Westminster itself is the real thing. There are too grand events which bring FE students in their thousands to Olympia, Wembley and Earls Court. The capital belongs to the nation and access should be widely affordable.

UK Connection handles the vast range of requirements our education services demand of London with notable efficiency and refreshing flexibility. The firm has rapidly made a good name for itself and is firmly established. And, as claimed, its prices really are sharp. It produces two brochures, one for schools, a second for colleges. "Moneysaver" packages enable groups which in the past could never consider a visit, to benefit from London.

The arrangements strike me as excellent value especially as often better accommodation is used than is normally reserved for educational parties. Coach travel is door-to-door with use of the vehicle in London plus a half-day, guided sightseeing. For rail travellers, free London Explorer Tickets provide unlimited use of buses and Underground.

Lowest price for two night with a party of 50 by coach, entitling accompanying teachers to five free additional places, is £29 each from Manchester. By train (minimum 11 persons with one free place) this rises to £33.25.

UK Connection covers departures countrywide for any length of time and on any day. Both packages include continental breakfast packed lunch and evening meal daily, VAT which can be reclaimed and good insurance cover. Prices are current until March 31. College packages cost less because inclusive lunch and supper which schools find reassuring do not appeal so much to students. For them, two-night coach packages cost from £19 and rail £23.25 (with London Explorers) both again from Manchester.

Hotels used, even in the cheapest category, are decent with staff using singles or twins and pupils three to five-bedded rooms. For a little more, groups stay in good, two-star hotels (Superbudget 1), where most rooms have private facilities, such as The Cranley Gardens, which I know well. Their Strikes Restaurant is a popular eating place.

UK Connection arranges yet more comfortable, stylish hotels such as London International on Cromwell Road. Costs even here with four-star amenities are surprisingly low – £34.75 for the Manchester student two nights by rail. This takes some beating. Up-market business students respond well to such an environment as they wheel and deal almost for real.

UK Connection offers disco cruises, special interest programmes for almost any subject, worksheets, sports tours, tickets for shows, stopovers, day trips and much more. I know colleges and schools mightily pleased with their services which can be booked well in advance to suit the most demanding local authority and parental scrutiny or almost last minute (but have a heart) to fit the more unpredictable demands of college life.

My own first visit as a schoolboy convinced me in those days of grime and Joe Lyons that London belonged to me as indeed it does to all who have the chance to sample its riches. UK Connection has certainly increased those chances with its cut cost operation to meet just about any demand.

Dudley Wilson

Welcome to the Abbey

Just as pilgrims flocked to Westminster Abbey in the Middle Ages, tourists and school parties now come in their thousands every year. They get a warm welcome from the Dean and his vergers who are keen to emphasize that the Abbey has the unique privilege of being both a living church and a national shrine.

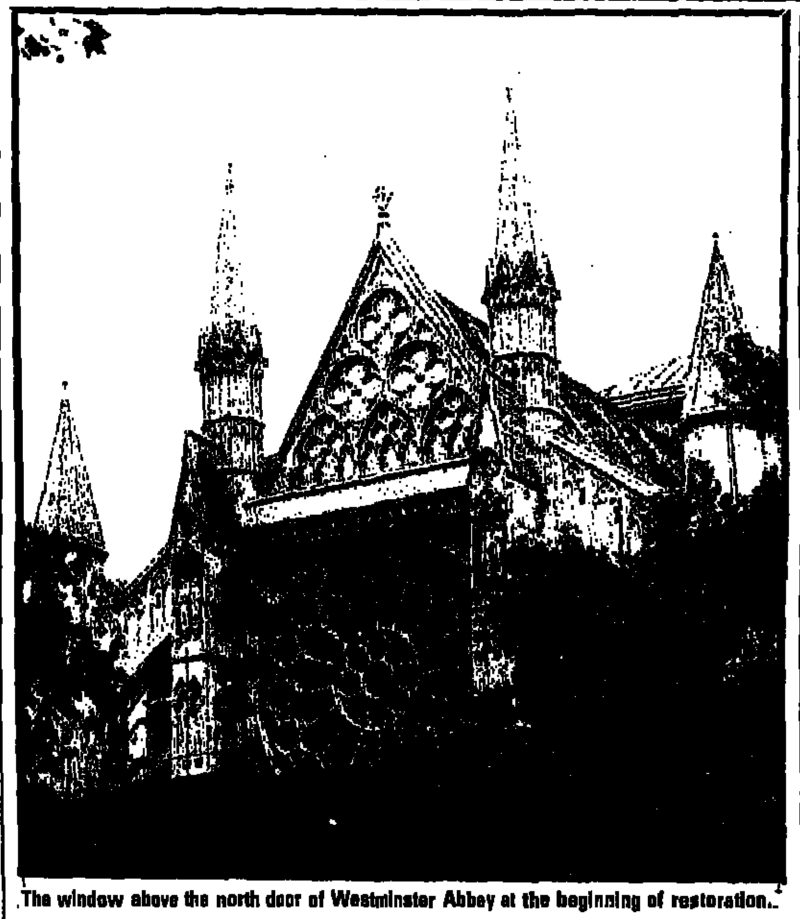
"The Abbey is part of the nation's heritage and it belongs to everyone," points out the Dean's Verger, David Dorey. "Indeed, unlike a parish church, we have no congregation of our own.

"We hope visitors sense that first and foremost we are a church. That is why we ask them to stand quietly for a brief prayer every hour. However, we also try to highlight the Abbey's enormously wide range of interesting features – its architecture, of course, its history and unique cultural links through the poets' and scientists' corners. For children, it also has a fairytale quality as the place for coronations."

An education service was introduced last year to provide better facilities for schools in the Abbey's comparatively small and busy confines – and indeed to encourage more to come.

Although many schools still just turn up, there are advantages in making a formal booking. Firstly, unlike most other churches, the Abbey is closed to visitors as many as 70 times a year when special services are being held – anniversaries, memorials and thanksgivings. Obviously it is useful to be forewarned of these occasions, particularly since strict security precautions may be in effect over a wide area.

Secondly, there is a team of retired teachers to provide school parties with a short talk in the Nave before they look round and who also answer questions afterwards. They take care to centre their talk on the school's particular interests and to adapt it to the age of the children. In addition, background information, worksheets and resource lists are circulated to schools when they book.



The window above the north door of Westminster Abbey at the beginning of restoration.

Besides the Abbey itself, the Brass Rubbing Centre's 200 brasses provide a contrasting distraction for school parties. In groups of eight or more, the paper required to rub a small brass of an animal costs 50p each. The round Chapter House, along the East Walk of the Great Cloister can also be visited (free to schools if arranged in advance with the Dept of the Environment, Room 429, Thames House North, Millbank, London SW1).

Schools' booking forms are available from the Chapter Office, 20 Deans Yard, Westminster Abbey, London SW1 P3 PA. Tel: 01 222 5152; 30p per head, including admission to Royal Chapels. Because of the number of tourists, schools are advised not to arrive at 9.30am and to avoid July to September.

Gillian Thomas

Where we differ from other museums.

The very subject matter of most museums means that their exhibits have to remain tantalisingly out of reach.

Whilst adults can accept this, it can often be a source of frustration to children.

Happily, we have few such sacred cows at the London Transport Museum.

Which is one of the reasons why children and teachers alike find it one of the most absorbing and involving museums in the country.

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We have an 80 seat lecture theatre incorporated within the museum building. And we can even arrange to have classes on top of a tram.

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It contains everything you need to organise a successful visit.

There are teachers' notes, with a useful guide to preparation and follow-up.

There are activity sheets with questions and answers.

Plus a full colour, fully illustrated museum guide.

There are even cardboard models for the children to cut out and colour.

No wonder, then, that in a recent survey, one local education authority found the London Transport Museum material to be the best available.

For more details of activity sheets and our complete Education Service, write or phone for details:

London Transport Museum, The Piazza, Covent Garden, London, WC2E 7BB.
Tel: 01-379 6344.

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Ed-pak material is comprehensive, informative and, quite clearly fun. Children at Ilham Valley Primary School, Devon.

Straight from the chalkface

Susan Thomas on Ed-pak, a new concept in educational visits

Ed-pak – the educational visit with a difference – must be the best thing in teaching since chalk. What other operation offers an individually tailored itinerary, posh hotels, a fully-stocked and researched resource kit, visiting actors and a bottle of tonic wine? There is, of course, an explanation for the perceptive approach. As one happy head remarked: "You can smell the chalk dust as soon as you open the pack."

The company is the brainchild of an unlikely sounding pair – Chris Crisp and Clint Thrippleton – respectively ex-marketing manager and ex-headmaster. It grew out of Clint Trippleton's 15 years at the primary and secondary chalkface, out of scores of educational visits and from the conviction that good resource material produced and tested by teachers, should be available for wider consumption.

"The big difference," as Mary Smith of Ilham Valley Primary explained, "is that on most journeys you do a bit of preparation first, a lot of work on location and follow it up afterwards. With Ed-pak you've got all this material – about a term's work across the syllabus – maths, music, craft, the lot – to do before you go. The journey itself is like the icing on the cake. And the one or two children who aren't going don't miss out on it – there is enough material for them to make up their own folders and do all the background work."

"Without trying to tell the teacher what to do", say Clint Thrippleton, "we provide enough material for a class to become York or Bath or wherever for a term."

Once booked a school gets its Ed-pak. Teachers are well advised to set aside a happy hour for the opening ceremony. The "York" box for 35 children contains several yards of display material, hundreds of workcards and worksheets, dozens of postcards for the children's folders and a comprehensive selection of resource books – hard and soft backed – at all levels, some specific to York, its history and development, others essential reading for anyone doing environmental studies.

There are also broadsheets, 3-D models to make, brasses to rub, board games to play, a set of teachers' notes and much more. At the end of the journey a substantial part of the pack will find its way back into the school's library or resource centre.

The inter-disciplinary workcards are attractively presented with plenty of illustration, not too much verbiage and the sort of prose that is guaranteed to hold a primary child's attention. Thus "The Story of Bath Spa – the Golden Age" fits onto the "Time Line" and links to "Wash and Brush Up" by Eleanor Allen, which is, naturally, in the Ed-pak box.

"The streets are dunghills, slaughter houses and pigstyes" 1631. Pepys writing in 1660 said, "It cannot be clean for so many bodies to be in the same water . . . I stayed above two hours in the water, home to bed and sweated for an hour."

"Even though the waters tasted foul they were taken three times a day." Follow that with the question about where wealthy Georgians found their false teeth, why they avoided washing and the harmful effects of ceruse, and the class is hooked.

There are remedial worksheets and separate projects for slow learners. "On the Bath/Cheddar journey for instance, the slow learners do the work on Wookey Hole, the paper mill, Madame Tussauds store-rooms and the Edwardian fair ground collection. "Then instead of always having a watered down version of everything, they know something the others don't."

Thrippleton and Crisp pride themselves on catering for the individual. Small schools (10 to 25 pupils) can share transport without losing their independence, Ed-pak will arrange classroom facilities, play space, alternative visits and, though they feel it is not really economic, cheaper unresourced trips, which, nevertheless include worksheets and teachers notes.

"But schools who did the cheaper journey last year are finding the extra money for the complete Ed-pak this year. What they didn't realise at first was that because we buy at trade prices anything from wall charts to hardbacks to postcards becomes an incredibly good buy."

Having catered for the coach journey with a comprehensive I-Spy game they are welcomed to the venue by a theatre group. "Last year in York we had two young players doing the Dick Turpin story. They played a number of different parts so convincingly that afterwards the kids rushed behind the screen to find the other actors." It is after this that the group gets its welcome packs – Ed-pak badge – cards to write home and sweets for the kids and card, pen, sweets, asprin and pick-me-up for the adults.

There are other differences between Ed-pak and the conventional tour operators. "We decided that using good hotels was part of the educational content of the visit. Some of the parents have said, 'You can't take a party of kids to some posh place', but we find that they rise to the occasion – even in large numbers."

"One comprehensive from an Educational Priority Area needed to take all its first years away as part of the business of improving staff-pupil relationships. They stayed at a really good hotel in Torbay – the kids loved it and, better still, the elderly visitors liked having the youngsters around.

"The first thing we look for is a proprietor who actually likes kids. Then we won't accept any double beds – something a lot of tour operators do to keep down costs – and we are very careful about safety. A teacher looks at things in quite a different way even from parents on that – one kid is safe with a balcony, six probably aren't."

The company has only existed for 16 months but already has around 300 schools on the book. "Mostly primaries," says Clint Thrippleton, "but we have been surprised by the interest from comprehensives and adults – we've had schools saying that some of the parents want to come too – great, that's what education is all about."

They say they have been very heartened by the encouragement of local advisers and teachers centres; much of the work on Dartmoor, for instance, was done with the guidance of Tom Grant, the man responsible for education on Dartmoor. There are now five independent agents – teachers strategically placed around the country who will expound the Ed-pak philosophy and demonstrate the goodies to interested parties.

"On the whole, though we've offered a promotional tape-slide pack, most schools prefer us to go up, meet the parents, do the slide show and explain in person." Their next port of call is the Hastings Teaching Centre.

There is no doubt that speaking the language helps. "And we're always receptive to new ideas – criticism and suggestions. And because the work cards are all produced on small runs it's easy enough to change things.

"Next year there are four itineraries – York, Bath and Cheddar, Torbay and Dartmoor and the new one – London."

People constantly ask Clint Thrippleton why he gave up teaching to enter the risky commercial world. But the longer he talks about the potential for curriculum development, improving language skills, the relevance of Cockcroft and the APU's to school journeys, the more apparent it becomes that he never gave up teaching at all.

"What we have tried to do" he says, "is to make available enough relevant information to allow the teacher to build up a good general picture of the visit without taking it so far that we encroach on the teacher's special expertise and interests."

More information about Ed-pak from PO Box 42, Torquay, Devon TQ1 3JW. Tel (0803) 525672.

Salt of the earth

Cheshire is renowned for cheese and a grinning cat. Its salt deposits are less trumpeted. Salt, so crucial an element of life, has long and widely been used as a means of taxation. The story of salt in that part of Cheshire bounded by towns ending in "wich" makes a fascinating and pleasurable study. The trail links are through soft countryside and rich farming land past picturesque black and white buildings. Start at Nantwich or from Sandbach's stone crosses in the cobbled square.

I like Nantwich exceedingly from the Elizabethan Churche's Mansion, now an excellent restaurant, to the grand church with a choir rich in misericords to finger and decipher. this was the first town in Cheshire to develop salt. The Romans exploited the stuff and Domesday mentions "salthouses". When the salt works closed in 1882, Snow Hill opened as a brine bath centre offering cures for gout, rheumatism, even insomnia. Nantwich Museum produces a neat summary of events sold with a sachet of salt to prove it.

In this region flashes or lakes, now used for sailing, caused by subsidence from brine pumping abound. "Beware Flooding" signs are common on country lanes but in urban terms it meant cruel devastation of homes and saga-long struggles for compensation. It makes a good geographical and social study. Rock salt was discovered around Northwich, Cheshire's salt capital, in 1670. Eight mines worked last century. Today only one remains effective, the ICI owned Meadowbank at Winsford. From here salt was exported as cattle lick. Current production, two and a quarter million tons, goes onto our icy roads. The mine cannot be visited.

The Lion Salt Works, a deliciously ramshackle place on the canalside, is open May to September for individuals and groups. It is Britain's only open pan salt works. School groups (best make an appointment) are charged 30p each child and will find a tea room, smithy, pump house with original steam engine and salt galore.

The Northwich Salt Museum (London Road) is not to be missed and indeed is exceptionally well signposted. Neil Wilmore is Schools Officer and entry costs are 20p a child. This is a well-nigh perfect piece of modern museum presentation recently completed which I enjoyed thoroughly and have revisited. The range of books, specially commissioned pamphlets, cards, presents and rock salt carvings is extensive. The museum tells the story of salt with maps, representations, models, bags of atmosphere and a 25-minute audio-visual show.

For the monuments to salt's Cheshire heyday, children need only to look around them in Northwich and surroundings. Here salt barons, Sir John Brunner, Herman Falk, Sir Joseph Verdin, ruled almost supreme. Schools should consider an extra dimension to their discovery of salt by boarding a canal longboat from Colliery Narrow Boat Company, Wincham Wharf, Northwich. School charges are £36 hire for two hours with up to 50 passengers. The tour also includes that leviathan of Victorian canal engineering the Anderton Lift.

For teachers prospecting the salt trail at weekends (the Salt Museum welcomes preliminary visits and is open Sundays) it all makes a rewarding little holiday. I can recommend food and accommodation at the Old Rectory Hotel, Holmes Chapel, an ideal base, where bargain breaks cost £37.50 half board.

Dudley Wilson

The Salt Museum, Northwich

Jam garden and Beatles maze

When Merseyside Development Corporation was chosen to stage Britain's first International Garden Festival this year, it could hardly have been confronted with a more daunting task. The site, 250 acres of reclaimed, derelict land beside the Mersey, had to be transformed in less than 18 months. For years the city had used it as a rubbish tip.

Now, planted with nearly 750,000 trees and shrubs, more than 30 theme gardens are taking shape. Its artificial mounds have been grassed over and a futuristic-looking festival hall is nearing completion. Altogether, the huge £24m gamble looks as if it will pay off.

Two million visitors are expected there between May 2 and October 14, school groups as well as gardening enthusiasts and families. Certainly they can count on variety. Besides the permanent gardens which are being planted by different countries in their characteristic style, there are to be special indoor floral displays which will change every two weeks.

Other attractions include a narrow gauge steam railway running between several stations round the site on a 2½-mile long line, (free), a lake with fountains and a water-fall and a continuous selection of indoor entertainment and activities in an amphitheatre overlooking the river – puppets, folk music, and dancing.

Trudging round the muddy pathways recently, teams of workmen and diggers beavering away, my imagination was sorely stretched to anticipate what the festival will be like by its opening in May!

The rail track was complete but the trains were awaited; bulbs in the Dutch garden, over 30,000 of them, were just showing through; and the Beatles Maze, whose paths wind to a yellow submarine submerged in a pool, was bare and silent – eventually music will be provided for those who cross its causeway.

There are several novelty gardens, particularly for children, beside many for serious horticultural buffs. For instance, in the Jam Garden, a fantasy castle has been built with jam jars, while small plants provide a marmalade-colour water-fall and raspberry moat.

I followed a trail of huge dinosaur footprints round an artificial hillside and along a stream in a special "Nature in the City" area. This aims to trace the evolution of the site itself from rubble to the establishment of birdlife and plants along the Mersey.

The use and care of trees, an ideal upland forest, how wild plants are used in medicine, agriculture and alternative energy are other specialist areas which promise to be of particular interest to schools. There are also special projects for the disabled.

The Education Officer, Penny Roberts, has already been working closely with local schools on a number of pre-festival projects and they have been issued with an educational pack. A second pack will be available for schools planning a visit, from the International Garden Festival Site Offices, Priory Wood, St Michael's Road, Liverpool 17, Telephone 051-727 8000.

Margaret Harrison

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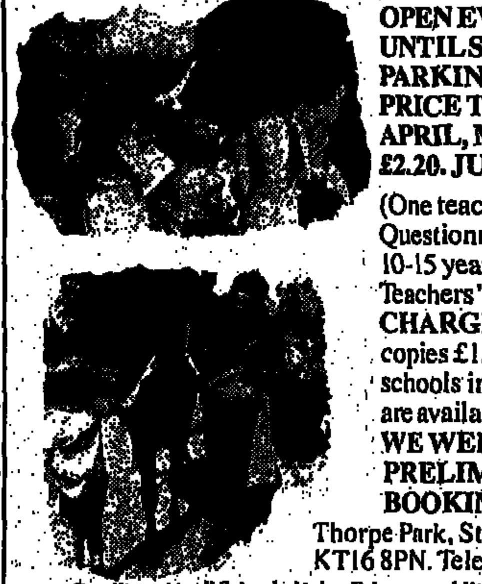

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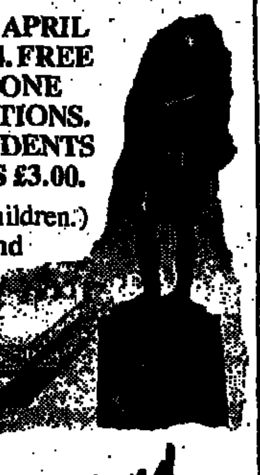

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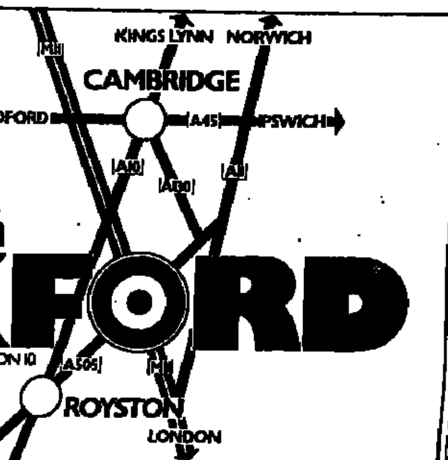

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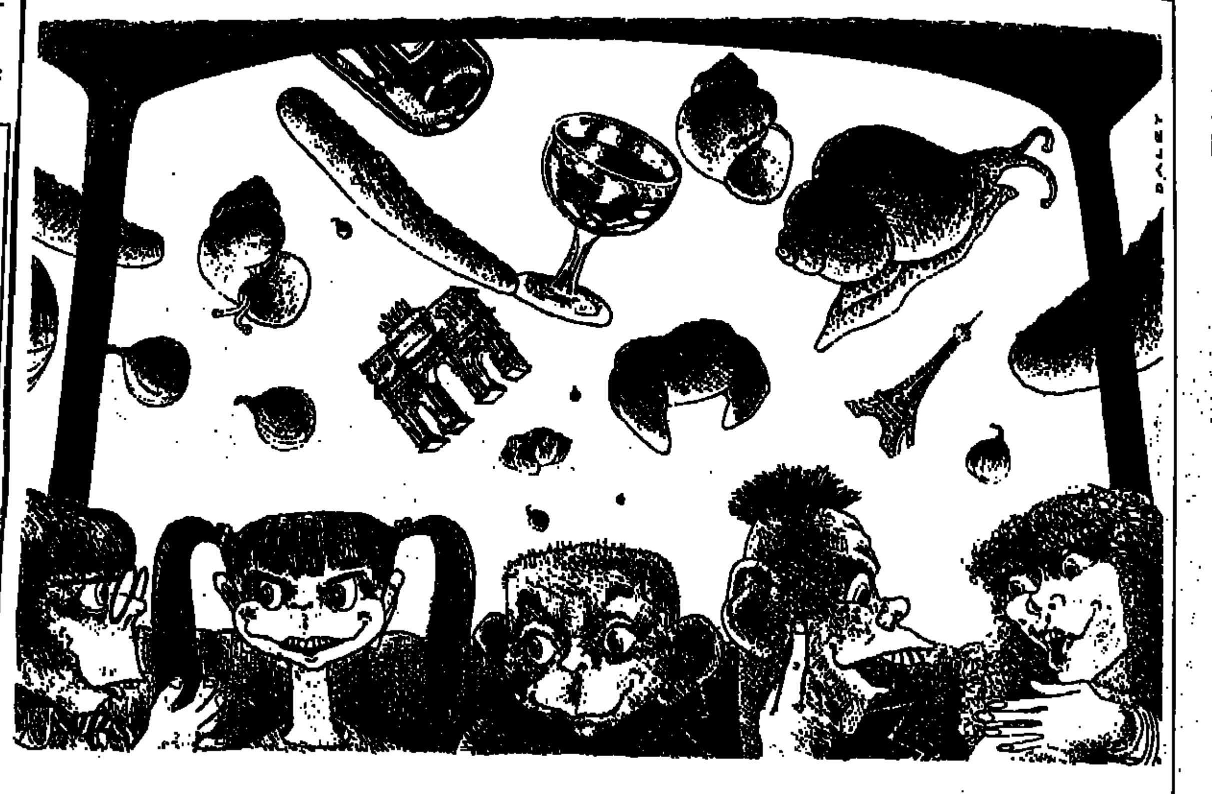

The first time we saw Paris

By Pamela Cooley

"When you meet your family you shake hands and say *Enchanté*", said the nice young modern languages teacher in charge of the 20 or so girls who made up half the coach load of 12 to 14-year-olds en route for a five day Eurolanguage "Taste of France" half-term holiday.

"Enchanté. Enchanté", they dutifully practised until, with growing confidence, and joined by some of the boys from another West London school who completed the party, it became a cheerful chant "On-shon-*tay*! On-shon-*tay*! On-shon-*tay*!"

Keith, our driver, a model of consistent concentration and care on the French motorways and through the tricky Paris traffic, winced; and the teacher in charge of the boys, an older hand at crowd control, reduced the noise to a loud whisper. Even that died away as the courier who had met us at Calais directed the coach through the Friday evening commuter traffic towards Joinville. These holidays, incidentally, must encompass a full weekend, but can begin on either a Thursday or Friday.

The children paid more attention to the pleasant, ordinary streets of this small town a few kilometres from the centre of Paris than they had to Sacré Coeur and Montmartre, where we had made our first stop in France earlier in the day. When we finally pulled onto the cobbled square in front of the local school everyone was silent and a little apprehensive. We huddled by our pile of baggage and regarded the chic Eurolanguage coordinator, who welcomed us with clipboard and lists at the ready, with some suspicion.

Unlike the arrangements for their longer language study visits, Eurolanguage do not find it necessary to make elaborate pairing arrangements in advance for these short trips, which involve no exchange arrangements. All the host families are known personally to the coordinator who matches the visitors, one or two children per family, with French children of roughly the same age. Teachers, one free place with every group of 10 children, are also boarded with families.

The cars began to arrive, from battered family Renaults to elegant Mercedes. Suddenly we were over the first hurdle with handshakes and even hugs, "*bonjours*" and "ellos", and I actually heard one grave and courteous "*Enchanté, madame*".

With a final backward grin at the diminishing group of their companions, one by one the children followed their hosts. We would not see them again until Monday morning. Even with the prospect of a free weekend in Paris, we all felt rather sad at seeing them go.

On the way to the delightful family who were to look after us during our visit, Ruth Alberman, who organizes the "Taste of France" trips in London, explained the meticulous arrangements that Eurolanguage make. Although the English teachers have the ultimate responsibility for the children in their care, the local coordinator is available at all times during the visit: teachers and families have each others' addresses and telephone numbers, and Eurolanguage, who have been sending parties of French children to England for many years, have a Paris office with a telex link to London. The company also have excellent insurance cover in case of accidents or illness.

On Monday morning, our coach and courier were waiting in the square when the children arrived, loaded with packed lunches and bottles of Coke to sustain them on their tour of Paris. For the first kilometre no one looked out of the window.

Everyone talked at once and everyone seemed to be talking about food. "Mine cooks eggs funny . . .", "I had snails . . . yes I did! And I *liked* them.", "We have wine with every meal . . . no, not the kids . . . no, not with breakfast!" "I went out and got the *baguettes*. Don't you know anything . . . bread, silly!"

They progressed to "They've got . . .", "We did . . .", "I went . . .". One boy had visited the Paris Air Show, a girl had gone with her new French friend to Saturday morning school and helped with the English lesson. They had gone shopping, played tennis, swum – and, as this particular weekend encompassed Mother's Day, several had gone *en famille* to visit grandmother.

Did they practice much French? They were a bit diffident about that. In every family, someone had enough English to help them out when confusion arose, although one boy had translated a Mother's Day poem and all of them had watched French television. One or two to admitted to twinges of homesickness, and although they were happy to be together again and let off steam, no one had been unhappy.

Our progress through Paris that morning was slow but exciting. The traffic lights in the centre of the city had failed and drivers, policemen and pedestrians gave the children another authentic sound and sight of France. Cheering on our driver, translating the street signs and the exuberant cinema posters with the help of the teachers, who found themselves indiscriminately besieged for brief *ad hoc* French lessons, the party were a little distracted from the courier's expert commentary on the famous sights we were passing.

We all got out to view the Pompidou Centre and race around the Forum before heading for the Champ-de-Mars and a picnic lunch before visiting the Eiffel Tower – how high you went depending on the strength of legs, head for heights or how much pocket money you had left for the lift. We finished the day at Notre Dame where even the most energetic were quietened by the long climb up the tower to view Paris cheek by jowl with the gargoyles.

The cars were waiting for us in the square when we got back to Joinville and the children went off without a backward glance to spend their final evening with their families.

Happily, the weather on Tuesday morning was perfect for our last excursion, a river trip on the Bateau Mouche. We had parted from our hosts with many fond farewells, a few tears and a great assortment of gifts. "*Adorable!*" murmered a fond French mother. "*Formidable!*" said a French father shaking hands with a pint-sized 11-year-old.

On the river with chatter all around in at least three languages, the breeze whipping the water and the sun on our heads, the excursion had a festival flavour. Contained by the boat and confined to their seats the children's attention was held by the commentary from the bows and their imagination caught by the grandeur of Paris seen from the Seine. when we disembarked well satisfied it was time to take the long, slow road back to Calais and home.

Did they enjoy themselves? Oh yes! But it wasn't long enough, they said. We were just getting used to it . . . And that is surely what a taste should do – whet the appetite for more.

Full details of Eurolanguage "Taste of France" holidays and language courses can be obtained from Eurolanguage Ltd, Greyhound House, 23/24 George Street, Richmond, Surrey TW9 1HY. Telephone 01-940 1087.

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EXTRA

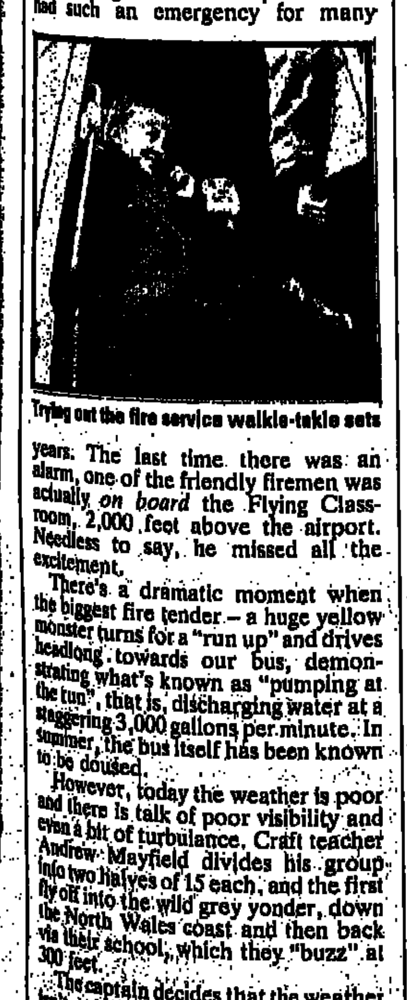
The flying classroom

Nick Baker visits Speke Airport

"How many of you lot have ever flown before?" asks Geoff Moule, co-director of Strata Aviation, as he sits in the cockpit, ready to teach another Flying Classroom. About half the pupils, from Argoed High School in Clwyd, raise their hands as they wait expectantly for "chocks away" in the little 18-seater plane, parked on the deserted tarmac of Liverpool's Speke Airport.

However, you can guarantee that this flight will be different to any pre-packed jet junket to Majorca. During their day at Speke, these youngsters have already visited the aircraft hangars, lounged (not very nonchalantly) in the departure lounge, and travelled round the runways by airport bus.

A mile and a half up the runway there has been a meeting with the airport's fire service and the firemen have encouraged the pupils to don fire-fighting clothing, firemen's helmets and walkie-talkie headsets. The engines look like huge climbing frames, as the children clamber over them to receive instruction about what sort of material is used for engine fires and how passengers are saved from aircraft that have crash landed. It's encouraging to hear that Speke hasn't had such an emergency for many years. The last time there was an alarm, one of the friendly firemen was actually *on board* the Flying Classroom, 2,000 feet above the airport. Needless to say, he missed all the excitement.



Trying out the fire service walkie-talkie sets

There's a dramatic moment when the biggest fire tender – a huge yellow monster turns for a "run up" and drives headlong towards our bus, demonstrating what's known as "pumping at the run", that is, discharging water at a staggering 3,000 gallons per minute. In summer, the bus itself has been known to be doused.

However, today the weather is poor and there is talk of poor visibility and even a bit of turbulance. Craft teacher Andrew Mayfield divides his group into two halves of 15 each, and the first fly off into the wild grey yonder, down the North Wales coast and then back via their school, which they "buzz" at 300 feet.

The captain decides that the weather isn't quite good enough for a repeat journey, instead the second group flies further along the North Wales coast and back across the Wirral to Liverpool, where we get a unique birds's eye view of the city centre.

The children – even the Majorca veterans simply don't know where to look. Geoff Moule's commentary has them switching from port to starboard as he points out such details as the house where Agatha Christie wrote *The Mousetrap* and the swimming pools of Rhyl's richest inhabitants. Everybody can easily get to a window to see out, but for those with an aisle seat there's the added bonus of a clear view into the cockpit with its dazzling array of instrumentation. And of course, the humps and bumps are all part of the fun.

After the flights, the aircraft's captain demonstrates to the children, using a scale model, and art of landing and the significance of the different runway lights. He then has to field the most difficult of questions: "What happens when a bulb goes on one of the landing lights mounted on a pier in the river?", "How long would it take to fly to Wales at the speed of sound?" and "Do you get paid by the mile?"

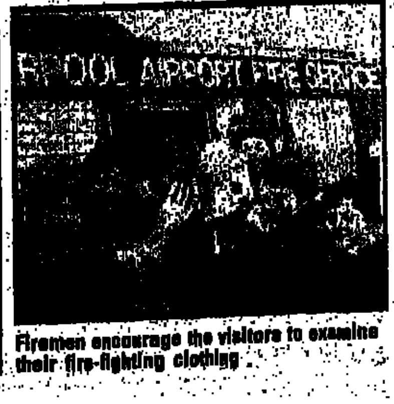
At £17.50 a head, which includes a minimum of 35 minutes airborne, the scheme is by no means cheap. But teacher Andrew Mayfield thinks the day has been well worth it. He managed to get some funding from his local education authority on the grounds that the trip was an industrial visit. Pupils receive a questionnaire, a diagram of the aircraft they fly on, a glossy brochure courtesy of Liverpool Airport and a certificate signed by the captain to mark the occasion.

In addition, teachers (one free per planeload) get an answer sheet for the questionnaire – a necessary extra with questions like "What colour is the windsock at Liverpool Airport?" to answer – and a history of the airport.

Co-director Bob Walker is happy to welcome any school party, primary or secondary, and is more than willing to make special provision for the handicapped. He'll also consult with teachers as to preferred routes to fit in with specific syllabuses and even (for higher prices) negotiate for helicopter flights. Booking is easy and the cost includes all legally required insurances. In the rare event of the weather being too poor to fly, Strata will warn schools as soon as possible on the day and postpone.

For the technically-minded, the aircraft used (both propellor driven) are the Brazilian built Embraer Bandeirante which seats 18 and the Short 330, which seats 30.

For details ring Strata Aviation at Liverpool Airport, 051-494 0066 ext 223.



Firemen encourage the visitors to examine their fire-fighting clothing

Chysauster Iron Age village

Most of what we know about prehistoric villages comes from the study of post holes, marking the positions where wooden poles held up a thatched or turfed roof. By their very nature these flimsy thatched wooden houses decayed long before the time of the archaeologist. So it is with enhanced interest that the knowledgeable visitor sees the remains of the Iron Age village at Chysauster.

The absence of suitable trees presumably led the prehistoric people of this area to use stone when they built their group of eight stone houses grouped loosely round the Iron Age equivalent of a village street in 100 BC. Not surprisingly the houses are now in ruins; although the walls, which are up to three or four feet in height, help children to appreciate the groundplan of these homes without the need for undue preparation in advance of a visit.

In a typical house the vistor walks through a stone entrance gateway set in a thick stone wall, encircling a large courtyard where animals were once herded for safety. At one end of the compound stands the remains of a round hut or living area where the family lived; nearby are storerooms, cattle sheds and cupboards. Stones with round grooved holes show where posts were fixed to hold up turfed or wooden roofs. Some houses have querns which were used for grinding corn, and some have open hearths which were used for their fires. Underground drains can even be seen – covered with small flagstones.

Admission: the site is open from 9.30 am to 4.00 pm on winter weekdays and from 2.00 pm to 4.00 pm on Sundays. From March 15 it is open from 9.30 am to 6.30 pm on weekdays and from 2.00 pm to 6.30 pm on Sundays. Admisson is free for children in organized school parties, provides special application is made well in advance to the Ancient Monuments Branch, Department of the Environment, Bridge House, Sion Place, Clifton, Bristol.

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Getting through to the groundlings

Careful preparation is essential to make a school trip to the theatre worthwhile. John Sims offers his experience and advice.

Why do so many school trips to the theatre end as disasters? Or if not quite that, produce a series of tensions in the staff in charge and disappointment for the children?

A recent experience illustrates this. We had gone to a central London theatre to see a standard Eng Lit play, *The School for Scandal*. Behind our school party was another, and behind them, another.

I wasn't sure what they had come to the theatre for; it certainly wasn't to see the play. For the whole performance those in the rows behind us kept up a constant flow of jokes, loud chattering, eating and drinking, and at one point seemed to be playing tennis with screwed-up paper bags. Ten minutes before the play ended, one group left, banging their seats and talking loudly.

When I complained to teachers with one of the school groups at the interval, they bleated pathetically that there was nothing they could do to stop the disruption. The third group didn't seem to have any staff with them at all.

Perhaps a clue for this kind of anti-social behaviour among pupils lay in the question asked by one girl, sitting immediately behind me, to her friend 30 seconds after the play began: "Whose that man, then?"

It was clear from this question, and other reactions later, that those in the group hadn't the faintest idea what was going on the stage. No preliminary work had been done before seeing the play; they could not follow the plot or most of the unfamiliar language, and as a result quickly became bored.

Thus it's not surprising these pupils got so little from the experience of being in a theatre.

Clearly, theatres need to play a more active role in making theatre visits by school parties more useful. One of the most direct ways some attempt to do this is by organizing Play Days. They all follow much the same pattern: a morning of talks and demonstrations about costume, make-up, characters and so on; and then a performance of the play in the afternoon. The idea is basically sound, and for academic sixth-formers it can be a very illuminating experience. But most of the audience on many Play Days is not made up of academic sixth-formers. The audience usually consists of fourth and fifth-formers who are studying the play for an exam. In fact, theatres deliberately select the plays with this in mind. In addition, there may be groups from the top end of junior schools, whose teachers are hoping for a stimulating introduction for their pupils into the world of the theatre.

It is understandable that theatre managers want to capitalize on school Play Days, filling theatres when otherwise they would be empty. But if these events are to be any use they have to be organized with a firm grasp of the kind of audience involved. For example, it really isn't enough to have the wardrobe mistress talking for over an hour to a theatre full of 15-year-olds about designing costumes, and expect to keep their attention. Neither is it reasonable to have actors reproduce the stumbling process of rehearsal as they get into their characters.

On one occasion a nationally-known actor had spent half an hour on stage explaining in great detail how he went about "finding" his character, and how he finally got into the character he was playing. He then asked for questions from the audience, expecting a serious exchange. One lad, alas from my group, put up his hand and asked why the actor was wearing a hat. The actor could only reply that it was to keep his head warm. That was the end of the questions.

The potential for display, for showing the larger than life aspects of theatrical effects, lighting, sound, props seem to be largely ignored. Yet it would be precisely these things which would engage the attention of the young audience and make them more receptive to the more serious aspects of the play under examination.

If the audience has been bored during the morning the afternoon performance is more often than not doomed. I recall one such performance, a play with music, which began with the National Anthem. This, of course, produced cheering and howls of pleasure, and established at one go an "on the terraces" atmosphere that pursued the play and the players to the last curtain call. I have rarely seen actors more grateful to get off the stage.

Play Days apart, what can be done to help children get the most from a theatre visit? I offer the following suggestions born of many such visits, during which I have fallen into all the traps and made all the mistakes.

1 If necessary prepare the text with the group. This applies mainly to those pupils studying exam texts, but even those who are not, gain a great deal from a brief plot summary given out several days before. This is especially so for plays where the language is un-modern, the names of characters incredible, or the plots downright silly. (*A Midsummer-Night's Dream* leaps to mind at once.)

2 Explain any conventions which may be unfamiliar. For example, not everyone knows that houselights down is the signal for silence

3 Insist on silence during the performance, stressing the selfishness of not being quiet. Ditto eating. I have never understood why some people find it necessary to eat during a play. The rustle of chocolate and sweet papers can drive sane folk to the verge of murder

4 If the theatre is a long way away, overestimate the journey time, and so avoid the last minute dash from the coach into the theatre as the curtain is just going up. Having time to soak in the atmosphere in the foyer, and being able to have a good look round is an essential part of the experience.

5 Sit with your group. It seems a totally unnecessary point to make, but teachers not doing this has caused so much trouble that some theatres only book school parties on this condition.

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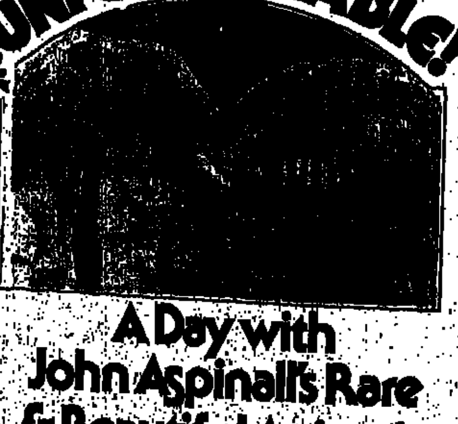

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Buxton's micrarium

The micrarium is a new concept, invention if you like, of Dr Stephen Carter. In the spa town of Buxton's pump room he has created the world's first and, so far, only micrarium. In it he houses 44 special microscopes, each with eight slides.

The instruments round the outer walls project onto screens the natural world's beauty and intricacy. There is no peering into eye pieces. The machines are easily manipulated after simple instruction by any child.

There is a selection button for the slides each with an illuminated description, a lever to shift the lens over the slide, focuser and choice of two magnifications. In the centre of the room are large eyepiece instruments to view solid objects such as sand or an ants' nest.

This is not a scientific experience though it is soundly based on scientific principles and scientifically-minded pupils will find, observe and be able to note phenomena suited to their needs. It is not simply "bugs" as one member of the public commented on entering for the machines store all manner of surprises.

I came sceptically to all this and remained long, fascinated by what I saw. School groups (50p a head) usually spend an hour. The visit will certainly stimulate interest and inquiry in the natural world. Pupils with artistic leanings will find the colours and patterns of nature magnified a source of wonder and inspiration.

One visitor interested in knitting is loathe to admit that the design for her new jumpers is derived from the cross section of a water worm. I stared at a snowflake's sugary charm, gazed on crystals; and press button control enables pupils to melt the shapes and watch them reform.

"Phantom" larva to be seen at the Buxton Micrarium

But I found the living creatures by far the most enjoyable. Worms wriggled and writhed in sinuous ballet. Daphnia, cyclops, water mites and midge larvae all loomed large on my screen. I chased a camera shy shrimp – quite a game this indulged in by many and great fun too. I stalked the caddis fly as it wrapped itself in a woolly looking overcoat. I watched the beating heart of a snail – a marvellous moment. Lucky visitors see eggs being laid and hatched.

The micrarium is not a laboratory but a brilliant device to fill pupils with enthusiasm for the animal, vegetable and mineral world. Dr Carter limits his slides to the natural world deliberately. His micrarium, which he runs as a family business, is a welcome addition to Buxton, now in summer a bustling festival town offering much to visiting groups as well as its surrounding countryside which is ideal for walking.

Whether it is the structure of limestone, patterns on a butterfly's wing or diaphonous rotifers, the micrarium makes them live more than exercise or textbook. This is a discovery of colour, patterns and energy. Dr Carter's micrarium enables everyone "To see a World in a grain of sand". Address: Buxton Micrarium, St Ann's Well, The Crescent, Buxton, Derbyshire SK 17 6BQ (telephone 0298 78662).

Dudley Wilson

On the banks of the Dart

Francis Kellaway discovers opportunities for purposeful leisure

SX 733 701 is the National Grid reference locating a multi-purpose complex which is deservedly successful in many specialities. For some years this site was marked on Ordnance Survey maps (and still is on some other maps) as that of an Outward Bound school, and even today some of the attractions of that type of establishment persist. But there is now very much more to encourage a visit.

The River Dart Country Park and Residential Centre has been functioning in ever-developing fashion for some eight years. The facilities include leisure interests for day visitors, camping for holidaymakers, and all-the-year round residential adventure and management training courses.

All this is in Holne Park on the banks of the Dart, a mile or so north-west of the pleasant country town of Ashburton in Devon.

Latterly, between the wars, the house became a hotel, and in the forties it was used by the Air Force as a signals headquarters. Some 20 years ago the hotel was taken over as an Outward Bound base. When that body's lease expired in 1975 the family owners started to restore the property and utilize it for leisure and educational pursuits.

It is a reasonable guess that the recreational side of the programme helps to subsidize the educational aspects, for the charges made to industry, local authorities or youth groups are by no means excessive in this inflationary age. Moreover, the expense of maintaining some 80 acres within the Dartmoor National Park, together with a mansion and other buildings, is awesome.

The Countryside Commission has given some financial aid towards the restoration of the grounds, but by-and-large the enterprise has to be self-supporting. Its success can be measured on two fronts.

First, there are the opportunities for purposeful leisure. Nature trails through trees and parkland, walks beside the river, lakes and leat, pony riding, fly fishing, swimming and an adventure playground are representative of a catholic list. Two acquaintances, aged 9 and 12, are good judges. Whenever they are in Devon, the Dart Park is top of their list of place to visit.

Camping is also possible, with all the usual attributes of a first-class site available. Other forms of self-catering holidays are provided in apartments in the mansion itself, and in houses and a bungalow on the estate.

Then there are other attractive facets of residential life. Groups, with their own teachers or youth leaders, are welcome. So are unaccompanied children between the ages of 9 and 15. (Adequate and experienced supervision is constant and efficient).

All the pursuits of the country park can be included in the flexible schedules for these youngsters. So are typically, climbing, canoeing, pony-treking, orienteering and archery. Lecture rooms are fully equipped (a recent development is a full range of computer hardware and software so that introductory and more advanced courses are on offer) and, naturally, there is television in one of the several lounges.

Dining provision is first-class. Sleeping accommodation for young visitors is in dormitories containing, say, six bunks, while staff have individual or twin rooms. Tutors for academic subjects, and instructors for the physical activities are on hand. They can cope with all the necessary instruction and supervision, or they will work in partnership of varying degrees with staff accompanying groups.

A similar pattern applies for older students. Training and personnel managers may organize, independently, programmes for their firm's employees, or may work in conjunction with the centre's staff. Among particularly successful ventures are trainee development courses and personal leadership courses.

The publicity leaflet for the former explains that for people to work efficiently at least three qualities are essential: basic job skills, technical knowledge and responsible attitudes.

To help the young worker develop his or her full potential, the centre's general manager and programme director, Mr Peter Sheehan, has devised a basic course. Commitment to work, enhancement of self-confidence, and decision making are among its concomitants.

Similarly, the courses for older workers can follow established lines ("physical, emotional and intellectual experiences", group inter-actions, team-building, problem-solving and so on) or can be tailor-made to match the requirements of a particular firm. Alternatively, a company may "rent" accommodation to house an internally-designed programme, with or without the participation of centre staff.

Here the touchstones are the number of return bookings and the degree of occupancy of the building throughout the year. Marking is high on both counts. When I visited the centre in late November, there was a course in full progress, and there was already an 80 per cent of full commitment for 1984.

Fuller details of what is available can be obtained from Mr Sheehan at the River Dart Residential Centre, Holne Park, Ashburton, Devon (telephone 0364-52511). The variety of activities, and the flexibility of the arrangements for school and youth groups, merit commendation. The accent is on doing, on participation, and on enjoyment.

Wales, West, S. West

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EXTRA

Here we go round the mulberry bush

Angela Rose visits a living butterfly collection and silk farm in Dorset

The ideal school visit combines enjoyment with education. It must be fun yet useful, stimulating the student's desire to learn and think for himself. A trip to the Worldwide Butterflies collection and Lullingstone Silk Farm at Compton House near Sherborne, Dorset manages to strike this happy balance.

The collection of *lepidoptra* – butterflies and moths – at Compton House is one of the largest in the world. It includes a wide variety of species arranged by country of origin and family. Its owner, Robert Goodden, travels extensively, importing many of the species he is unable to successfully breed on the premises. The collection is fascinating, for both visitor and expert.

There are four stages in the life cycle of a butterfly: the egg (ovum), caterpillar (larva), chrysalis (pupa), and adult (imago). During the season that the house is open to the public there is constant activity in the breeding hall with pairing, egg laying and hatching taking place all the time. This is very exciting for the student who can convert his dry biology textbook diagrams into reality.

Many of the hundreds of eggs that are laid are collected and sent to lepidoptrists throughout the world – the others are nurtured here. Once the butterfly or moth has emerged from its chrysalis in the breeding hall it hangs motionless for up to 20 minutes waiting for its wings to dry. Its life span is then roughly two to four weeks.

Butterflies need fresh flowers, sunlight and growing foodplant for egg laying, so most are removed from the breeding hall to what is referred to as the jungle or palm house. Here the butterflies can live as nature intended among the tropical foliage and humidity. To cope with all the butterflies living in here, artificial nectar is stored in plastic flowers to replenish the natural supply.

The displays at Compton House are imaginatively and clearly laid-out with background taped information and guides who are willing to help and answer any questions. Some of the species are really magnificent with their splendid colours and dazzlingly patterned wings – species like the *Heliconius melpomone* from Brazil, the Paradise Birdwing Butterfly from New Guinea and the rare English Swallowtail and many more. The guides will lift the species out of their breeding enclosure for students to study at close range.

The butterfly library shows clearly the different range of species and hundreds are displayed and labelled in glass cabinets. Many have developed such subtle powers of camouflage that it is difficult to distinguish between butterfly and nature. A test of observation has been set up for eager students to see how many lepidoptra they can spot. Throughout the visit there is a great stress on butterfly conservation. Pupae are on sale at the shop and teachers can buy different species with instructions on how to rear them in the school laboratory.

Compton House's second attraction is the Lullingstone Silk Farm which the Gooddens bought in 1977. Now part of Worldwide Butterflies, it is a fascinating addition, showing the processes behind the production of silk. Lullingstone silk was used in the Coronation robes of King George VI, the wedding dress of the Queen and, more recently, for the Princess of Wales.

Sericulture – silkworm breeding – originated in the Far East in about 2460 BC and still flourishes today in China, India and Japan. With the exception of Lullingstone, the only area in Europe where silkworms are still reared is in the southern mediterranean countries.

Because silkworms are dependent on a diet of mulberry which is hard to grow in such quantities in cold climates, this display at Lullingstone gives visitors a rare opportunity to see the process. It is estimated that one ounce of eggs require one ton of mulberry leaves.

The silkworms can be seen at every stage of their development and again there is emphasis on clarity and understanding. Depending on the temperature of the surroundings, the process from egg to cocoon takes from four to six weeks.

In readiness for the season, the mulberry is grown under glass and many of the eggs are refrigerated all winter and then incubated. The newly-hatched larvae, or silkworms, are like tiny black beads and as they munch their way through the strips of mulberry they grow and grow, shedding their skins four times in 30–34 days as their bodies increase in size. After the fifth instar, or de-robement, the caterpillar is ready to spin its cocoon.

Unlike other caterpillars, silkworms do not wander but at this time they tend to wave their heads in the air and actively search for somewhere to settle. The cocoon takes about three days to spin and the silk is produced from twin spinnerets behind the mouth. It is a liquid which hardens on contact with the air.

The caterpillar then settles inside the cocoon, sheds its final larval skin to form a pupa. Within a month a moth is formed and if left will break its way out of the shell. Once pierced, a cocoon cannot be reeled, so it is taken for reeling before the moth is ready to emerge. The thread on each cocoon can be as much as 3 miles long, although only about 1,000 metres are reelable.

If allowed to hatch the moths soon pair and lay their eggs, about 400, which are then stored in a cool place for the following spring. These eggs can also be bought at the shop.

A video shows the process of reeling and there is a demonstration in the filature which is the only reeling room in Britain. The history of sericulture is described in a series of wall pictures and diagrams.

Apart from all the visual information, there are worksheets for the pupils to fill in, with a master copy for the teacher. This is very much a school visit with "doing" in mind as well as "seeing". It will appeal to a mixed-ability class and all ages. School parties are advised to book in advance and are also eligible for discounts, with free entrance for teachers. The season runs from March 31 to October 31.

Information obtainable from Worldwide Butterflies and Lullingstone Silk Farm at Compton House, Sherborne, Dorset DR9 4QN. Tel: Yeovil 74608.

Watching the birdie

Bradford's surprising boom as a tourist centre helped land a prime attraction when the National Museum of Photography, Film and Television opened last June. It is an undoubted boon to schools and colleges.

Somewhat disappointed by the displays already open, I reserve judgment until 1986 when phase two is complete. To me the most satisfying sections are devoted to what photography achieves in changing shows of work by such artists as Manuel Alvarez Bravo and David Hockney bringing real riches to Bradford.

Schools groups can spend a rewarding half day in nine galleries where many working models present photography "from the ancient Camera Obscura to the ultra-modern satellite, from galaxy to microbe . . . as our window on the world".

"Watch the Birdie" includes a stylish recreation of a thirties studio down to art deco wallpaper and corner gas fire. An eerie waxwork of Lord Lichfield with flicking eyelids delivers advice on technique. But how much more magical are those real Camera Obscuras at Clifton and Dumfries!

The "Photography is News" officer ... good as they are, are not as effective as a tour of any local newspaper. The "Motion" gallery, an amusement arcade ranging from zoetrope and thaumotrope to Smellies and 3D, leads to the IMAX cinema screening "To Fly" several times daily.

The Education Unit (telephone 0274 725347 ext 231) emphasize practical work in darkroom and video studio to provide depth for some of the stimulation garnered in the galleries. A cafeteria affords panoramic views over fabled Alhambra, Odeon Bingo, Town Hall, Transport Exchange and Norfolk Gardens Hotel – some window on Bradford!

Museum entrance is free but there is a charge for IMAX. Bradford Weekends, at say the Norfolk Gardens, for the general public offer discoveries of the Brontes, bargains at Mill Shops, journeys into television and film locales plus a special "Cameracraft" holiday based on the Museum.

DW

Guiding hand

Organizing a school visit or holiday can be a daunting prospect. But a handy booklet just published by Cornhill Publications Limited called *Group Organizer 1984* provides a good guide to the potential pitfalls of group travelling.

The booklet explains why it is better to use travel agents – their services are free, and they will arrange sightseeing tours as well as airline tickets, accommodation and connecting flights.

There are also fairly detailed accounts of the services provided by airports and hotels and advice on how to hire a plane, yacht, or coach. But the booklet points out that school parties are perhaps better suited to train travel where they are able to walk about and look at the scenery, than to coach trips.

Readers are also warned not to overlook exclusion clauses in insurance cover, particularly if they will be taking part in sports like skiing. It can be extremely expensive to fly a sick or injured person back from the U.S.A. or the Middle East.

Although most of the booklet is geared to business travel, which these days in the fastest growing part of the travel market, there are helpful check-lists for group leaders of skiing holidays, for example. Is the equipment hire included in the price? How can long queues at the ski-lifts be avoided?

Lists of activity holidays are given, as well as theme tours and events. Holidays for the adventurous are mentioned like an African safari, hang gliding from Mount Fuji or a walk across Tibet.

Another useful inclusion is a 16-page leaflet on "Protecting your health abroad", which provides information on vaccination requirements especially for hotter climates, and some of the other precautions overseas travellers should take.

Trisha Johnson

Wales, West, S. West

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EXTRA

When, as a young teacher, I began to take parties abroad, I was very proud of my technique for getting through the Customs with minimum delay. All the boys were warned before departure and again during the trip that they were not allowed to bring in alcohol or tobacco. Then, a couple of days before our return, they were each issued with a sheet of blank paper.

"Now I want you all to write down on this paper everything you are going to declare," I would say. There were knowing grins and nudges, which I pretended not to notice. The only time, a boy asked "Oh, does that mean we don't have to declare everything then, sir?" he was put down by a chorus of groans.

I would march importantly ahead of the group with my sheaf of papers, find an unoccupied Customs officer and say firmly, "I have a group of 30 schoolboys, aged 14 to 16. They have all been told that they're not allowed to bring in alcohol or cigarettes. These are the lists of what they have to declare". It was usually simply a question of being waved through.

The introduction of green channels made the process even easier. No more lists were needed, just a reminder about the prohibition before and during the trip. To any questions I would reply sternly, "You are not allowed to import alcohol or tobacco. There are two channels . . ." It did not occur to me to offer advice on the morality of the situation, still less to raise a discussion before, during or after the trip.

Then I changed from visits to group exchanges. At the end of our first visit to Germany, it became clear that a new element had entered the process of going through Customs.

"Sir, my partner's father gave me a bottle of wine to take home. I told him I wasn't allowed to, but he just laughed and told me to hide it at the bottom of my case."

"I'm not sure I wanted to know that," I said, and at once felt ashamed. "No, no, you were quite right to tell me."

It quickly emerged that most of the group were carrying similar gifts. A new strategy was called for.

I marched at the head of the group into the green channel, found an unoccupied Customs officer and said firmly, "I have a group of 30 schoolboys. They have all been told they're not allowed to bring in alcohol, but they've been staying in German families, and some of them have had bottles of wine thrust upon them . . ."

With varying degrees of hesitation, perplexity and suspense, we were allowed through, year after year, until I eventually changed schools and gave up exchanges.

This year, in another new school, I took a party to France for an exchange, and on the bus back to the French Channel port,

"Sir, my partner's father . . ."

"Don't worry", I said, "I'll have a word with the Customs."

I had intended to apply the old technique and march at the head of the group, but I was held up at Immigration because of a slight irregularity in the collective passport, and a colleague was waved on in my place.

Moral customs

By N. W. R. Mellon

I caught up to find a scene of consternation. Thirty pairs of fearful eyes were turned towards me, and three Customs men were holding a muttered conference.

"Are you the leader of this group, sir? Apparently many of these juveniles are carrying alcohol."

"Yes," I said firmly, "They have all been staying in French families, and some of them have had bottles of wine thrust upon them . . ."

"It's not allowed," he said.

"I know," I said, "but you can see how it happened. They didn't feel able to refuse."

He hesitated for a while and flipped through a register.

"The duty on each of these bottles is about £1," he said in a meaning way I did not understand.

"But it's not really a question of duty, is it?" I said knowledgeably. "It's just not allowed below age."

Thus are our reflexes blunted through lack of practice. Too late I realized I had crudely declined a way out.

"How many teachers are there with the group?" he eventually asked.

"Four".

"Have you all got the full allowance with you?"

"*I* have". (That old habit of truth). "But I'll ask the others".

Wonder of wonders, two of them had not. Reflexes picking up, I took care not to ask exactly how short of the limit they were.

"Two of my colleagues are under the full allowance", I was able to report back.

There was a long pause and he looked me in the eye.

"In that case, we can count the boys' wine against the teachers' allowance".

"Thank you very much", I said gratefully.

But he had not finished.

"This has been a very difficult one, sir. As you know, strictly speaking, juveniles are now allowed to bring in anything. But there is a way of avoiding the problem. If you do this sort of thing regularly, and you know something similar's going to happen each time, perhaps the teachers could forego their own allowance . . ."

N. W. R. Mellon is headmaster of King Edward VI School, Stratford-upon-Avon.

Stone tent

Four "stone tents" in the Peak District National Park are being made available to campers for overnight stays by the Peak's Planning Board and the Countryside Commission. Priced at only £1.25 per night, they are expected to appeal particularly to walkers and cyclists, though car-parking will be available nearby.

Formerly farm barns, they are equipped with wooden sleeping platforms, table, bench, cooking area, tap, washing bowls, hooks and toilet, but nothing else. So campers using them will be advised to take sleeping-bags, torch and cooking-stove. Two hold 12 people and two hold eight. When full, each person will have a 6 ft × 2 ft space to sleep.

"It's a pleasant way to camp and the tent doesn't leak", says the leaflet which the board has just published about them. However, it warns: "As in an Alpine hut or mountain bothy, there is little privacy and the accommodation is unisex."

They will be availale to anyone over five, though young people under 18 will have to be accompanied by an adult – and dogs will not be permitted.

As barns are an important feature of the Peak District's landscape, the board sees the scheme as a way of using tourism to aid conservation. Sited at the southern end of the Pennine Chain around Castleton in Derbyshire, they are in an area renowned for its varied scenery and rich wildlife.

Further details from: Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire S30 2WB (Phone 0433-20373).

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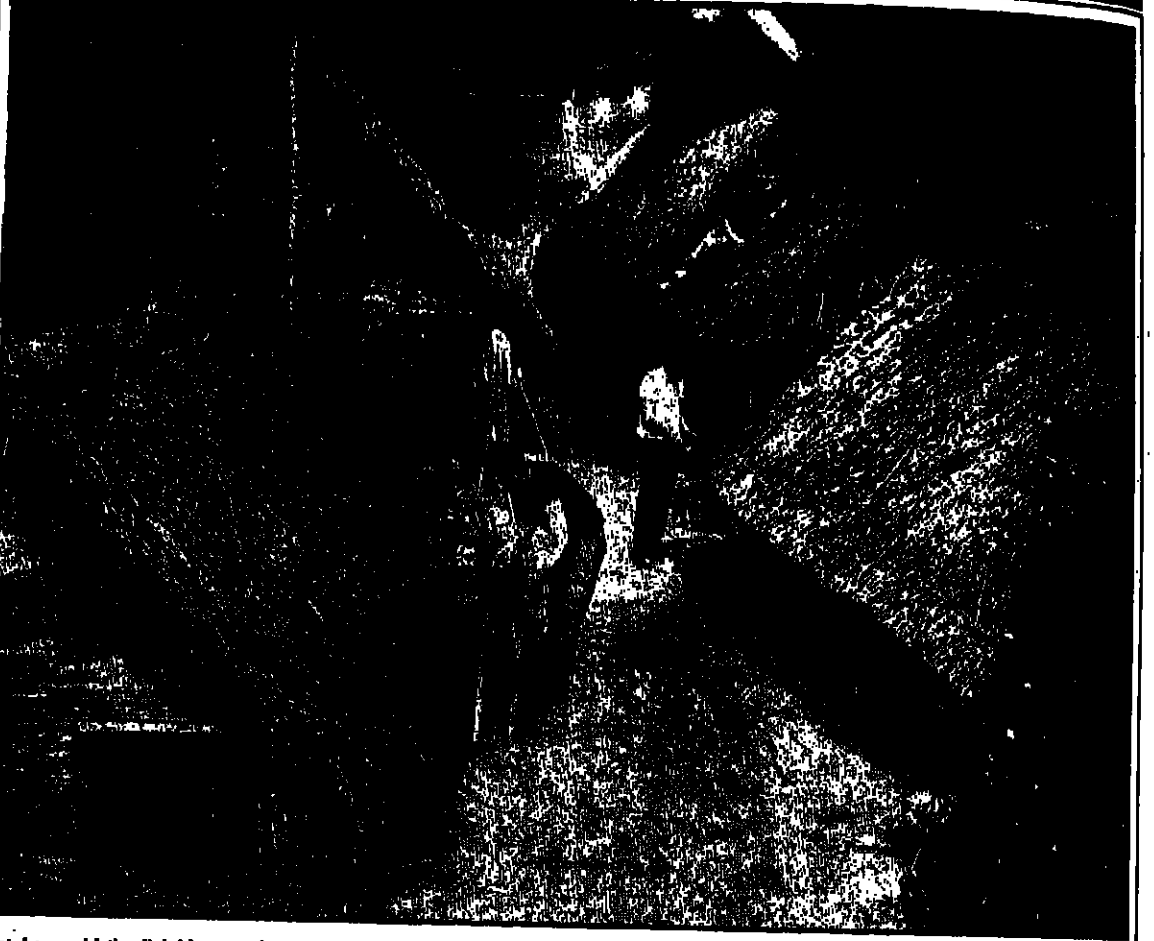
Children's Theatre & Drama Feature will appear on March 2nd (963)

EXTRA



Thatchers add the finishing touches to the full-scale replica of Viking Age houses.

The Vikings are coming!

Dudley Wilson previews their new settlement in York

York is soon to add to its many attractions a superlative, new tourist concept, Jorvik Viking Centre. Jorvik was the Viking name for York and the exciting significance of that city's role in Viking civilization was revealed during the five-and-a-half-years-long excavations in the late 1970s.

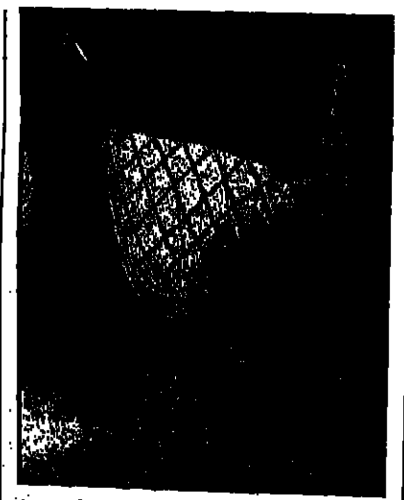
The Vikings have traditionally had a romantically bad press in Britain as looters and worse, who unaccountably wore horns as headgear, but their image is changing. Magnus Magnusson's television series on the Vikings did much to straighten the record and Jorvik will complete the job. The centre opens on April 14 and will be royally inaugurated by Prince Charles in May.

I saw the underground site nearing completion and predict that Jorvik will be a number one tourist draw. It uses theatrical techniques throughout with special effects in lighting and sound but every detail has scrupulous historical accuracy.

Yes, it is entertainment, but it provides a valid educational experience through enjoyment of Viking life. That huge hole where the archaeologists uncovered such splendid artifacts and, more amazingly, wooden houses and workshops preserved in waterlogged soil, is now Jorvik Centre. It lurks beneath Coppergate shopping precinct at the heart of York.

Visitors enter from the bustle of modern York and descend in electronically operated time cars, backwards at first through the centuries passing blazing ruins to arrive in Viking Jorvik, as it was late one October market day in the year 984 Here is all sound, activity, smells even.

Viking dwellings have been reconstructed with thatch roofs, ducks quack, merchants bargain. The street



Evidence for widespread trade and commerce was one of the features of The Coppergate Dig. This sea going cargo ship is one of the displays at the Jorvik Centre

is convincingly filthy, even to excreta, with every weed, tree, leaf and blade of grass guaranteed authentic in appearance. Visitors will gaze on antler carvers, cup makers (hence the corruption Coppergate), families working and playing, a splendid wharf and more as the cars slowly wend along.

The multi-sound track is a kaleidoscopic score of Old Norse songs, conversations, work noises and music. Graham Ibbeson has created dozens of figures, many happily unlike the usual lardy-textured waxworks. These are chunky and convincing. Commentary, by the way, is available on the time car at the touch of a button in four languages with our modern Viking Magnus himself providing the English version.

The whole conception is a triumph for designer John Sutherland and represents a highly successful fusion of theatrical arts, electronic wizardry and the disciplines of archaeology. I loved the time cars, derived, I think, from those which whirled us round the Ghost Train or soothed us through the Tunnel of Love.

As the market street ends, the cars move into a reconstruction of the dig itself complete with Portacabin, shored-up sections, tatty roof and, prize of prizes, those precious timbers now treated, puzzled together and reconstructed just feet from whence they came. Jorvik does for archaeology what the great Diaghilev show did for exhibitions generally.

As for the Vikings – well they will never be the same in our eyes again. The cost is a terrific £2.6m and related statistics are bewildering.

The centre aims to attract half a million visitors annually. Many of these especially off season, lured by reduced group charges, will be school parties. I hope the centre does provide full educational back-up kits, lectures, seminar room perhaps.

The tour (15 minutes in time cars plus another 45 minutes at least for the impressive static displays – some encouragingly labelled "Please Touch") needs careful handling, preparation and follow up. Otherwise a mixture of Dr Who and Disney will simply thrill young time-warpers.

We need to treat that thrill as charge to assist in the learning of creative experience. Write for details to Rosalind Bowden, Cultural Resource Management, 3 King's Court, King's Square, York YO1 2LE (telephone 0904 32342) or to Jorvik Centre, Coppergate after the opening.

Light fantastic

Picture a modern art gallery where, as you walk around, the images come out of their frames to meet you. This is holography – the latest visual medium.

Holograms are created by using lasers to reconstruct objects or scenes as complete three-dimensional images. Usually made of glass, they can now be recreated by a normal light bulb.

Theories on holography were first devised by Dennis Gabon, a Hungarian scientist, 36 years ago. As the use of lasers has been perfected so holography has advanced.

The Light Fantastic Gallery in London's Covent Garden is the first permanent exhibition of holography. When the gallery opened in 1981 it was designed to be both educational and entertaining. It is also promoting holography as a new visual medium, which encompasses photography, sculpture and illusion

During the last two years The Light Fantastic Gallery has held six wide-ranging exhibitions. Exhibits tend to change every three months.

The gallery encourages young people to take an interest in this art form and school parties are welcome to look around, especially on Mondays when they are closed to the public. Lectures can also be arranged.

Some of these talks have been followed up by discussions in the school a few weeks later. These have proved of great value and it is hoped to continue this scheme for the rest of the year.

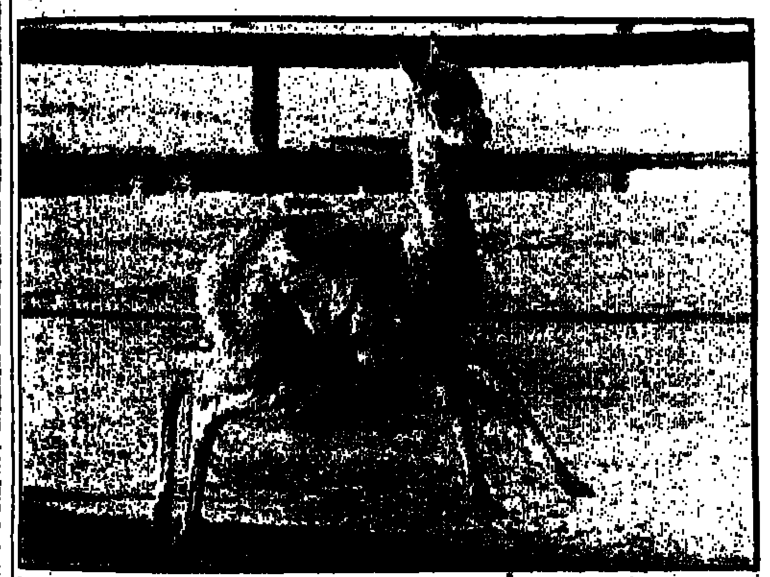
Through their activities with young people Light Fantastic hopes to draw new young creative talent into this medium.

The gallery is open Monday 10am–6pm, Tuesday–Saturday 10am–7.30pm and Sunday noon to 6pm. Admission for school parties is 40p per person. For further information contact Light Fantastic Gallery, 48, South Row, The Market, Covent Garden, London WC2E 8HN, 01-836 6423.

Madeline Pepper

EXTRA

Jago the first Orang-utan born in Britain to parents who were themselves born in zoos.



London Zoo plays a vital role in helping to save endangered species, like this little vicuna from South America.

Favourite outing

London Zoo, with its huge collection of animals, promises something new to see on every visit – whether it be the rare Arabian Oryx, the first on view for 20 years, a leopard cub suckling its mother, or a baby Bongo, due in the spring. Indeed, the Arabian Oryx are worth a visit on their own for their presence illustrates the vital role of the modern zoo in saving such endangered species from extinction.

Whatever subject comes under discussion, London Zoo seems to be able to provide an animal to bring it to life. A zoo visit is still the favourite outing, whether as an independent group or on one of the zoo's lecture tours. Indeed, London Zoo's education staff teach more children each year than do the staff at any of London's museums and art galleries.

The zoo's lecture/demonstrations take place throughout the year, and in the summer term there are also tours at Whipsnade Park – with its spacious paddocks and fabulous Dolphin Shows.

The secondary school tours at London Zoo are programmed for the spring and autumn terms, but can also be provided in the summer, whilst the primary school work continues throughout the year, with a special auxiliary service when very small groups of ten or so children are taken to see the most exciting and best known animals. The programmes are continuously being updated and improved, and are extremely popular.

Charges are kept to the minimum, for the zoo makes no profit on its educational programmes, and, though bookings have to be made in advance, payment is only made for the number who come on the day. Accompanying teachers are admitted free.

This summer, the apes and monkeys will be an attractive subject for school projects, for they are to be specially promoted, with new information panels.

Month-by-month

Every March, the children of St Clement Dane's Primary School receive an orange and a lemon following a special service at the parish church in the Strand. The custom dates back to 1920 when the vicar installed a carillon to play the famous nursery rhyme.

It is one of London's many annual events which are listed in a useful booklet, *Traditional London*. There is a month-by-month index to them – historic ceremonies, processions and festivals – and they are also described alphabetically at greater length. Addresses and telephone numbers are included for further information or tickets, though these are frequently not necessary.

The events are remarkably varied. There is a Dickens Drive, which heralds Christmas each year, a Punch and Judy Festival commemorating the first show (in the Churchyard of St Paul's in May 1662) and Druid Solstices in spring and autumn.

As a calendar, the guide is a compact source of reference for a visit to London. It also illustrates the scope of possible back-up resources for classroom projects.

For instance, anyone can attend the fortnightly meetings of the Court of Common Council in Guildhall, headed by the Lord Mayor, with a short talk beforehand on its history and role. The election ceremony of the Sherrifs of the City of London is also open to the public, though tickets have to be applied for in advance.

Traditional London, 40p from London Tourist Board Information Centres or by post, 60p, from the Sales Department, LTB, 26 Grosvenor Gardens, London SW1.

Bob's your uncle

By Susan Thomas

Everyone needs an uncle. For plenty of kids these days, uncles seem to have replaced fathers. Many young children are adept at acquiring uncles wherever they go. You notice this on school journeys. You've hardly been away from home for a couple of hours and they have fitted themselves up with an uncle or so.

These journeys represent for many 10-year-olds their first stay away from home. Teachers, however nice, are still teachers, but coach drivers soon become uncles.

They take on the role with effortless ease. There's usually a sticker on the window saying "Call me Bert", or whoever, and kids and driver slot in, together like old mates in five minutes flat.

One "uncle" discovered within the first two hours that he really was an uncle to one little passenger. It was the usual story. A broken marriage when John was still a baby and then no contact with Dad or his brothers. John was overjoyed. Shouldered the others out of the way and took over. "You can only call him uncle if I say so," he said. "He's not your real uncle."

Steve was a bit embarrassed at first but he took it manfully, stood him sticks of rock and plastic toys. It was great for John. He was the original barrack room lawyer and just for once he did have something positive to brag about.

Steve was terrific on school journeys. That was his first experience but he drove us often afterwards. The first night at Street Youth Hostel we all went out after supper to play rounders on the wooded grass verge. The kids cheered Steve every time he went in to bat. He wore shiny soled leather shoes and fell heavily at third base. Shaken, he was happy to change to a game of hide and seek. Various children hid in the trees, ditches, under hedges or behind rocky outcrops. The rest of us sought them out. By the time the last [illegible] given up through boredom, it was dusk. One more game. The adults to hide and 50 kids to hunt.

We set off in all directions. The trouble is that as a leader among children you are expected to be able to do all things well. Steve ran along a dry ditch taking care not to break cover, he was too young to have done National Service, but he must have read plenty of war books. The children counted on a rising note – 48, 49, 50. With a roar that would have done credit to Cardiff Arms Park they streamed away from the coach which was home base and spread out through the woods. The night was drawing in fast and they made it the more fearsome with their owl cries and primeval hunting calls. Steve judged the moment right to head back to base. Keeping low he turned up the ditch. A rearguard party came through the woods behind. Still keeping low, still working in best commando style, he made the mistake of looking back while going forward.

He ran headlong into an oak bough which hung over the ditch. He knocked himself out briefly, coming to find himself lying in the damp leaves at the bottom of the ditch. He crawled back to the coach where he slept for some time. He suffered an agonizing headache for the rest of the journey. Nephew John was particularly proud. His uncle was the only one who played the game properly, twisted ankle, split head and all.

The great thing about uncles is that they are not too involved. You can tell them things without fear of repercussions. Then again, being uncles and your own stock so to speak they talk the same language. On a school journey you can tell who knows how to communicate. Going round the museum at Avebury after visiting the Rings and Silbury Hill you could see who had really done his homework. These journeys are the culmination of a term's study. The children have learnt about the Beaker people, the Belgae and the major prehistoric ages.

"That longbarrow now" said coach driver Bill "the one you lot went in just down the road. That started off as a place where the cavemen could hide from the dinosaurs. Then those that got killed, they left in the back rooms. This stone circle now, was built by the druids so they could have their sacrifices there. How often? Once a week, probably Saturday night". Well, Saturday night would be a good night for it. Years of teaching undone at the drop of a word. Dinosaurs and men involved in deadly battle are reinstated in the children's minds. Thanks to Bill, Hollywood is vindicated. But kids are very perceptive. After all, the dates of Megalithic barrows and circles are important to very few people – only teachers really. Uncles, now matter. If you don't tell the truth, or you show off too much, or you're lazy, the kids pretty soon suss you out. One driver we had remained truly the driver, though he was fairly desperate to be every one's uncle.

The girls immediately noticed that he had bleached his hair. "Why is it such a mess?" they asked. "Where did you get it done?" "Did it myself," he said, "Costs too much otherwise." "You shouldn't have," they said. "It looks awful."

He didn't wash properly, never took a turn at the hostel chores, slept in the coach while we traipsed on the moors, and, on the one occasion that he did come out for a walk with us, he was "even worse than that silly Darren." Throwing stones, climbing over gates instead of using the styles and breaking just about every rule in the country code. But the children knew his worth. They sensed that his loneliness sprang from his own weakness. Polite to his face, privately they said he was silly. Nobody wanted to adopt him. You need to be able to be proud of an uncle. After all, if you occupy such a coveted position you have to be able to live up to it [illegible]

Scotland

Pitlochry's Exhibition of Power

In the last two years the North of Scotland Hydro-Electric Board has produced at its power station in Pitlochry an exhibition devoted to depicting the development of hydro power in the Tummel Valley.

A 15 min video film pinpoints the numerous power stations and their individual contributions to the electrical power system in the North of Scotland. A large scale model together with Mimic diagrams and colour photographs provide attractive additional educational material.

In addition to the hydro power theme of the exhibition there is a room devoted to the fascinating story of the salmon and the steps the Board has taken to provide fish passes at many of its major dams. Here too the subject is illustrated by a short video film and numerous colour photographs.

Downstairs the exhibition features a selling area where a wide range of leaflets, postcards, slides and mementoes can be bought.

Pitlochry Exhibition is open from 9.40 to 5:30 seven days a week from the end of March to the end of October.

During April, May, June and October one member of the staff with every group of 10 students will be admitted free. The charge for all schoolchildren irrespective of age is 10p each.

Harnessing the power of the Tummel Valley and looking after fish – twin themes of this popular exhibition seen last year by over 100,000 people – provide an interesting and educational experience. Don't miss it.

Further details from Press & Public Relations Officer, North of Scotland Hydro-Electric Board, 16 Rothesay Terrace, Edinburgh from March 26, phone Pitlochry 3152. (887)

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EXTRA

The Young National Trust Theatre in action at Quarry Bank Mill at Styal, Cheshire.

Beginning a new phase

The National Trust is becoming increasingly involved with educational visits. Gillian Thomas reports on latest developments

As curator of Sudbury Hall, Derbyshire, in the early 1970s, John Hodgson invited a theatre director to come and work with school groups to re-enact local historic incidents. But he kept the idea secret as he knew many of his National Trust colleagues would throw up their hands in horror at it!

However, it worked so well that even before he became the trust's education adviser in 1977, he was asked to set up the Young National Trust Theatre, a group of six actors who stage plays specially written for school visits and which involve the children. Now properties queue up to host the group, though costs limit its productions to four a year, each running for three-weeks; (it is supported by £25,000 annually from Lloyds Bank).

Encouraging children to discover history, the arts and the environment through all kinds of creative activities – drama, painting, music – is at the heart of John Hodgson's approach to the educational use of the trust's resources.

And, of course, these are not confined to its 83 large country houses and 21 castles. In addition, there are 429 miles of coastline, 70 historic sites, nearly half a million acres of countryside, plus an assortment of villages, mills and even dovecotes.

The National Trust for Scotland, a separate organization, has a similarly imaginative policy towards schools.

"I want teachers to be adventurous, to try different things out in different places," he says. "Crowds and precious furniture willing, we'll cooperate in any way we can.

"Many teachers are still uncertain how to use a visit, but I'm most anxious that properties should not be seen by children as just another boring subject. They are homes, not museums, and I do all I can to discourage the worksheet syndrome.

"Counting chairs adds nothing to a child's perception of a place whereas dressing up and acting out historic events can bring it to life vividly and – just as important – be enormous fun."

The National Trust's involvement with schools is currently beginning a new phase, the result of his solid spade work over the past six years. In fact most houses have now grown to enjoy school parties; indeed an internal enquiry showed surprisingly that they were the best behaved visitors of all! And from the financial point of view they realize that children are the clients of the future.

As a result of this "enlightened self-interest", as John Hodgson puts it, he is being bombarded with requests for help – advice on teachers' packs, children's guide books and how to organize school visits. A handful have appointed permanent education officers; this is obviously the ideal solution but is usually only feasible financially when the property is administered by a local authority.

"Providing educational facilities poses a dilemma for the trust," he explains. "Its prime responsibility is maintenance, and money bequested for that purpose cannot be diverted. However, it is very much in the spirit of Octavia Hill, one of the three founders, that all visitors should see the houses and countryside as a national resource.

"One hundred years ago she was fighting to preserve open spaces like Hampstead Heath and Epping Forest. She even succeeded in getting some London churchyards turned into playgrounds for the poor children to whom she taught art."

Apart from his salary, the trust allocates to its education services £10,000 for the 16 regional offices and £7,000 for publicity material, including booklets like *Educational Resources, Advice to Teachers* and a new *Resources* leaflet with project ideas, events and background information, which is being sent to all schools through l.e.a.s each term.

John Hodgson believes that the way forward in the education field is to recruit more volunteers. But he recognizes that they will need training and to be serviced professionally in order to satisfy the specialized needs of schools.

Several voluntary schemes are under way. After advertising for help, a team of eight teachers in the southern region are responsible for providing volunteer education officers, resource material and give talks at properties in the area; in the Severn region, Keith Eggleston, who retired recently as the secretary of the Heritage Education Trust, plans to set up a working party on similar lines.

Meanwhile, MSC teams in North Wales and Mercia (the Midlands) are working with local properties while at Stacpole, a magnificent area of woods, beaches and rocky headlands in South Wales, a residential centre for field work and outdoor pursuits has been set up.

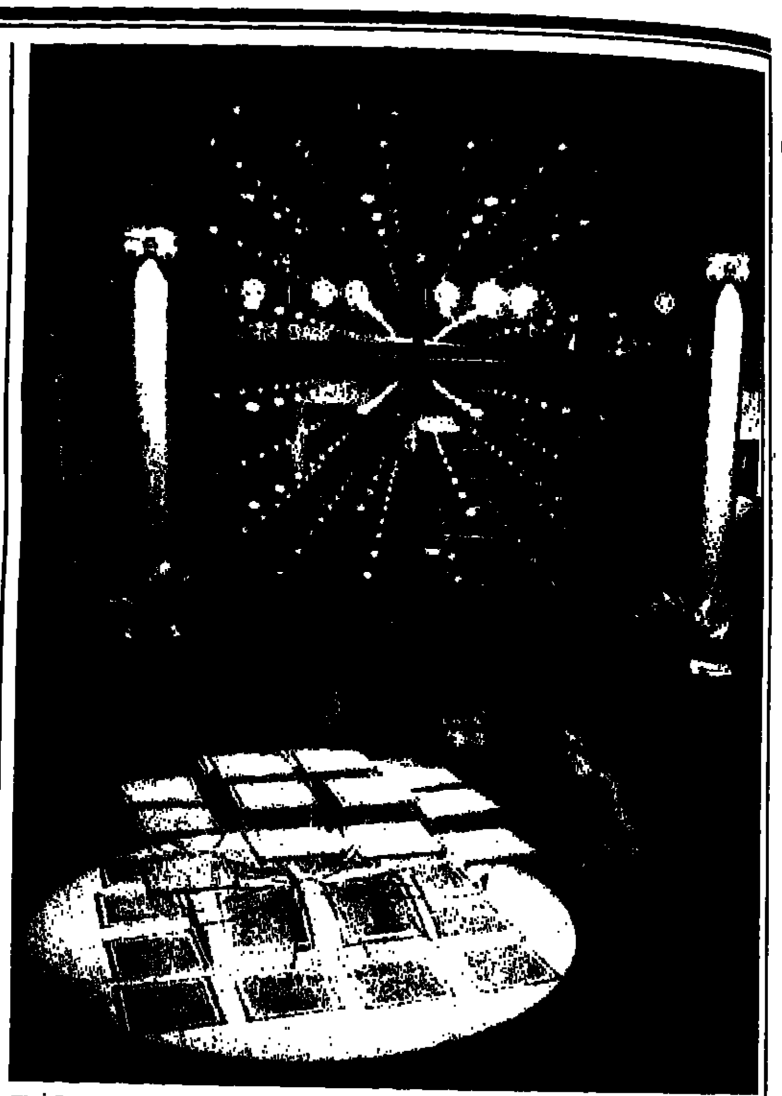
The book, *Discovering the National Trust*, published in November, introduces children to its aims through lively accounts of the people who lived in the houses and where they worked. It encapsulates the trust's current approach to education.

The author, John Parry, a former teacher, is now being employed for one day a week to work on publications, such as teachers' packs and children's guides. But he stresses that every property is unique and has to be discovered in a different way. A spirited free leaflet on pollution has already appeared with two similar ones on castles to follow.

The Education Service is at 8 Church Street, Lacock, Chippenham, Wilts; 024973 430 (and 569 for the Young NT Theatre). Junior Division (for membership and voluntary help) The Old Grape House, Cliveden, Maidenhead; 06286 4228. Annual corporate membership, £30, gives free entry of up to 60 children per day.

Publications and leaflets from 42 Queen Anne's Gate, London SW1; 01-222 9251; including *Education through the Arts*, a practical guide on using properties by John Hodgson (£1, inc. p & p).

The National Trust for Scotland, 5 Charlotte Square, Edinburgh; 031-226 5922; Head of Education, Marista Leishman. Educational Guide covering all properties and countryside (£3.45 inc. p & p).



The Science Museum in Exhibition Road London SW7 (01-589 3456) is staging a highly successful exhibition entitled Light Dimensions. This exhibition has been extended until April 29 and is well-worth a visit. Open Monday–Saturday 10am–6pm. Adults £1.75, students and children over 7 £1 and children under 7 free.

Lifeboats

If landlubbers expect lifeboatmen to be weatherbeaten old men in sou'westers, they are quickly disillusioned on meeting the crew of the "Weston Centenary" at Weston-super-Mare. Most of its 15 volunteers who are on call there day and night, in fair weather and foul, ordinarily have jobs which are totally unconnected with the sea. Furthermore, the retirement age for a RNLI volunteer is 45.

Lifeboats have changed considerably in recent years too. Many stations are now equipped with the inflatable Atlantic 21 type boat, specially developed by the Institution in 1972 for speed and manoeuvrability, particularly in shallow water close to rocks.

By special arrangement schools can visit RNLI stations. There are 200 round the coast of Britain, Ireland and the Channel Islands.

As well as being shown over the boat and its equipment, the children may also be able to have a talk by one of the crew, either a volunteer or the mechanic who is usually the only full-time employee of the RNLI. All stations have vivid stories to tell of rescues which are sure to catch the imagination of any visitor.

At Weston, the schools programme was started 10 years ago by Mrs Jo Allam. "For children who live inland, it is a whole new experience to come into contact with seamen and see how the boat operates in an emergency," she says. "In our talk we do not assume they will even know the difference between port and starboard."

Mrs Allam herself is a colourful character, as young visitors soon find out. She spends every day in the RNLI shop from 10am to 10pm and last year succeeded in raising nearly £14,000 (£1,000 of it from the dog box outside by a bowl of water!).

Ever since 1947 when her husband died in a storm as captain of a merchant ship, together with the lifeboat crew sent to its rescue, she has devoted herself to the work of the RNLI.

School visits are free but she asks each child to bring a ball of wool with them, which she then knits into a hat or a scarf for sale in the shop.

Useful to schools prior to a lifeboat visit is a special pack on them (£3 from the Appeal Secretary, RNLI, West Quay Road, Poole, Dorset BH15 1HZ). It includes posters and leaflets on lifeboat stations, the boats and their equipment. Visits should be arranged direct with the secretary of the local station. For a map of them send a SAE to the RNLI, 202 Lambeth Road, London SE1.

Margaret Harrison

Behind the wallpaper

The "Care of Buildings" exhibition at Hampton Court proved to be a big surprise. "Built" permanently into a former Grace and Favour apartment there by the Building Conservation Trust, it is not devoted to the restoration of historic edifices, as I had expected. Instead, its concern is the maintenance of buildings of every sort.

Though the same principles obviously apply to monuments of national grandeur as to my 1930s house in suburbia, the exhibition concentrates on the sort of problems which are all too familiar to every householder, like age, general wear and tear and damp.

If school visits usually aspire to loftier planes than do-it-yourself, it cannot fail to strike a chord in anyone with experience of a roof over their head. And what could be of more lasting relevance than that!

Why is there so much condensation in a kitchen and what are the effects of it? The answer is clearly displayed by two extremely authentic-looking kitchens, one in a state of dingy dilapidation, the other an identical one looking clean and smart its problems rectified. And when you walk through the back door into the yard "outside", the state of the brickwork, windows and paint can also be compared.

The exterior of two floors of typical Victorian terrace house comes next, also full-size. Its stucco is painted and sash windows carfully repaired; the exhibition constantly emphasizes the importance of trying to preserve the true character of a building by using appropriate materials and quality workmanship.

The apartment, which was prepared for the trust by the Department of the Environment, has itself been imaginatively converted to house the exhibition. Altogether there are over 30 different rooms, set out in sequence to depict separate sections, including an alley of drains, a sitting room and a roof-top. The last shows examples of tiles and slates which are available for repairs, as well as the faults which can develop in a chimney.

Around the walls are clear explanations of the various sorts of maintenance work and repair which are of particular interest to householders with specific problems. There is also a reference library and meeting room where groups can arrange to have an introductory talk.

One large room, itself splendidly restored, is devoted to historic buildings. It centres on the Covent Garden scheme, with the GLC's scale model as a centre piece accompanied by a set of interesting folders of photographs.

The trust, formed in 1979, aims to promote the proper conservation, alteration and maintenance of buildings, old and new. It has on its council representatives from 40 institutions, also government and educational bodies. Financial support comes from a wide range of firms and organizations.

The director, John Griffiths, formerly an architect with the DOE, sees the exhibition as the building industry's equivalent of the Science Museum, depicting what goes on behind the wallpaper. Certainly it intrigued my 15-year-old son, who accompanied me. Normally he shows a teenager's understandable disinterest in leaking gutters and peeling paint but it undoubtedly convinced him that conservation begins at home.

Care of Buildings Exhibition, Hampton Court Palace, East Molesey, Surrey (right of the main entrance to the Palace itself). Telephone 01-943 2277. School groups 50p, students 75p, adults £1. Open 9.30–5 daily (Sun from 12).

MH

YHA benefits

Youth hostels in England and Wales are opening their doors to educational groups aged between 7 and 20. The only qualification is that the main leader must be over 18 and a YHA member.

Advance bookings, which will have to be made on headed notepaper, will be made direct with the hostel involved and its normal facilities will be fully available.

Schools, colleges and youth groups are all expected to make use of the scheme, which will also be available to handicapped groups of all ages. The YHA hopes it will encourage a much wider appreciation of the benefits of youth hostelling and of the educational potential of both town and countryside.

Further details from: Countryside & Education Officer, YHA, St Stephen's Hill, St Albans, Herts AL1 2DY.

PRIMARY HEADSHIPS continued

CUMBRIA

COUNTY COUNCIL
ST PATRICK'S R.C. INFANT SCHOOL
Birks Road, Cleator Moor, Cumbria CA25 5HR
(Voluntary Aided, Infant 4 - 7, Mixed, n.o.r. 125, SPA payable)
Required for September 1984, a Head for this group 3 School. The Governors invite applications from suitably qualified and experienced teachers who are practising Roman Catholics.
Application forms and further particulars available from Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, Cumbria CA28 7BG (sae please). Completed forms to be returned to Rev Father J. V. Cahalane, St Mary's Priory, Cleator, Cumbria CA23 3AB by 9 March 1984. (54650) 110010

DORSET

LONGFLEET C.E. (V.C) COMBINED SCHOOL
Longfleet Road, Poole
(Age range 5 - 12, 200 on roll)
Required September 1984. HEAD TEACHER - Group 5.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 7th March). (54310) 110010

DYFED

CYNGOR SIR DYFED
YN EISIAU ERBYN Iaf O FAI, 1984 NEU CYN GYNTED AG SYDD BOSIBL.
YSGOL GYNRADD CEFNBRYNBRAIN, CWMLLYNFELL (Grwp 1).
Gwahoddir ceisiadau am swydd PRIFATHRO/PRIFATHRAWES yr ysgol uchod. Dylai'r ymgeiswyr fod wedi dysgu am o leiaf bum mlynedd mewn ysgolion cynradd. Rhaid wrth wybodaeth o'r Gymraeg.
Anfoner am ffurflen gais (dylaid cynnwys amlen ac arni stamp) oddi wrth yr isod i'w dychwelyd erbyn 8fed Mawrth, 1984.
W.J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, Dyfed SA31 2NH. (54640) 110010

EAST SUSSEX

ST PAUL'S C.E. (AIDED) MIDDLE SCHOOL
Brighton
Required from September 1984, Head (Group 3) of this mixed Middle School (7 - 12) which under proposals now approved by the Secretary of State will become a 4 plus 11 J.M.I. School from September 1985. Communicant member of the Church of England preferred.
Relocation grants available in approved cases.
Further particulars and application form, returnable to the Correspondent to the Governors at the School, St Nicholas' Road, Brighton BN1 3LP, by 10th March, obtainable from the County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG, (SAE please). (57406) 110010

GLOUCESTERSHIRE

Required for 1st September 1984
HEAD TEACHER Group 3
OAKTRELLS PRIMARY SCHOOL
Kingscourt Lane, Stroud
HEAD TEACHER Group 5
LONGLEVENS INFANT SCHOOL
Paygrove Lane, Longlevens, Gloucester
HEAD TEACHER Group 1
NORTH CERNEY C OF E (CONTROLLED) PRIMARY SCHOOL
North Cerney, Glos.
Application forms and further details for the above posts available from The Chief Education Officer, Shire Hall, Gloucester (Enclose SAE). (54044) 110010

HAMPSHIRE

HIGHBURY FIRST AND MIDDLE SCHOOL
Dovercourt Road, Cosham, Portsmouth PO6 2RZ
HEADTEACHER GROUP 6
Required September 1984.
Application forms and further details from Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (S.A.E. please).
Closing date 9th March 1984. (54976) 110010

HAMPSHIRE

RE-ADVERTISEMENT
FARNBOROUGH GRANGE COUNTY JUNIOR SCHOOL
Wren Way, Prospect Estate, Farnborough, Hampshire GU14 8TA
N.O.R. 290
Required for September, 1984.
Applications are invited for the post of Head Teacher - Group 6 School.
Closing date 9th March, 1984.
Application forms and further details obtainable from Area Education Officer, Crossways, Boundary Road, Farnborough on receipt of a stamped addressed envelope. (68769) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
WALDERSLADE COUNTY PRIMARY SCHOOL
Dargets Road, Walderslade, Chatham, Kent ME5 8BJ
APPOINTMENT OF HEAD TEACHER
Roll 215 Group 4
Appointment to take effect from September 1984, following the retirement of the present post holder.
Application forms and further details (S.A.E. please) from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent ME1 1DU, to whom they should be returned by 16th March 1984.

DOVER DIVISION
LYDDEN COUNTY PRIMARY SCHOOL
Lydden, Dover, Kent CT15 7LA
APPOINTMENT OF HEAD TEACHER
Group 2 Roll 44
Applications are invited for the post of Head Teacher to take effect from 15th September 1984 following the retirement of the present Head teacher.
Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover, Kent CT16 1JU to whom they should be returned by 9th March 1984.

THANET DIVISION
NEWLANDS COUNTY PRIMARY SCHOOL
West Dumpton Lane, Ramsgate, Kent
(Formerly advertised as Hollican Dane County Primary School)
APPOINTMENT OF HEAD TEACHER
Group 5 Roll 271
Applications are invited for the post of Head Teacher of the Newlands County Primary School. The appointment is to take effect from the beginning of the Autumn Term 1984.
Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Denemount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned by 16 March 1984.
Re-advertisement, previous applicants will automatically be considered.

MAIDSTONE DIVISION
ALLINGTON COUNTY PRIMARY SCHOOL
Hildenborough Crescent, London Road, Maidstone, Kent ME16 0PG
APPOINTMENT OF HEADTEACHER
Group 5 Roll 176
Appointment to take effect from September 1984 for this Junior Mixed and Infant School.
Application forms and further details from the Divisional Education Officer, Astley House, Hastings Road, Maidstone to whom they should be returned by 9th March 1984. (S.A.E. please).

TUNBRIDGE WELLS DIVISION
ST. MARK'S C.E. (CONTROLLED) PRIMARY SCHOOL
Frant Road, Tunbridge Wells TN2 5LH
Group 5 Roll 227
Applications are invited from suitable qualified persons for appointment from the Autumn Term 1984 to fill the vacancy arising from the retirement of the present Head.
Application forms and further particulars (S.A.E. please) from the Divisional Education Officer, 39 Grove Hill Road, Tunbridge Wells TN1 1SL to whom they should be returned by 2nd March 1984.
Re-advertisement: Previous applicants will automatically be considered. (54098) 110010

HERTFORDSHIRE

KINGS LANGLEY J.M.I. SCHOOL
Common Lane, Kings Langley
Group 5
APPOINTMENT FOR SEPTEMBER 1984
Applications are invited for the HEADSHIP of this pleasantly situated village J.M.I. School, recently established by the amalgamation of separate Junior and Infants Schools.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, to whom completed applications should be returned. Closing date 9th March 1984. (s.a.e. please). (54697) 110010

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
ST PAUL'S C OF E JUNIOR SCHOOL
Princes Road, Kingston upon Thames, Surrey KT2 6AZ
Tel: 01-549 4855. Number on roll 258
HEADTEACHER required for September 1984 for this Group 4 Junior School. A committed Christian is sought. Vacancy due to retirement.
Salary: Head Group 4 and London Allowance £645.
Application form and further details obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (SAE please) to whom forms should be returned by 16th March 1984. (54684) 110010

London Borough of ENFIELD
EDUCATION DEPARTMENT
ST MARY'S R.C PRIMARY SCHOOL, Durants Road, Enfield EN3 7DE
Tel: 01-804 2396
DEPUTY HEAD (Group 4)
Required for September 1984, qualified, experienced teacher to teach 4th year juniors. Practising Catholic essential. The successful candidate would be required to take an energetic part in the development of the curriculum. Music would be an advantage.
London Allowance £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from and to be returned to the Head Teacher, Visits welcomed. Closing date 23rd March 1984.
(9074)

Wiltshire
Primary Education
HEADSHIP POST
SEVEN FIELDS INFANT AND JUNIOR SCHOOL
Swindon
Group 4 Expected N.O.R. January 1985, c. 150
Headteacher required for September for this modern primary school on the northern outskirts of Swindon.
Application form and further details (S.A.E. please) from, and returnable to, The Chief Education Officer, Area Education Office, Sanford House, Sanford St., Swindon, Wiltshire SN1 1QH by 7th March, 1984.
DEPUTY HEADSHIP POST
WYNDHAM PARK COUNTY INFANTS SCHOOL, Wyndham Road, Salisbury, SP1 3OQ
Group 4 Estimated N.O.R. April, 1984 – 230
Re-advertisement
Deputy Head required for September, 1984. Applications are invited from enthusiastic experienced Infant Teachers able to make a positive contribution to curriculum development throughout the school.
Application form and further details (SAE please) from and returnable to the Headmistress by the 16th March, 1984.
(9098)

HEADTEACHER
THREE BRIDGES FIRST SCHOOL
Gales Place, Three Bridges, Crawley, Sussex.
Required September 1984 for this Group 4 First School for children 5–8 years.
Details and form from:
Area Education Officer
Goffs Park House, Horsham Road
Crawley, Sussex.
(9083)
West Sussex COUNTY COUNCIL

Re-Advertisement
HEADTEACHERS
Required September 1984.
WINTER GARDENS COUNTY JUNIOR SCHOOL (Group 5), Hilton Road, Canvey Island.
Removal and disturbance allowance scheme in operation.
Please send s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date: 9th March, 1984.
CHURCHGATE C. OF E. (AIDED) PRIMARY SCHOOL (Group 4), Hobbs Cross Road, Harlow.
Candidates should be practising Christians of sincere commitment. School has strong links with the Parish, local Churches and the community.
Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for form and details to Area Education Office, St. John's Road, Epping, Essex.
Closing date: two weeks from the appearance of this notice.
ESSEX County Council

CROYDON (LONDON BOROUGH OF)
COULSDON C. OF E. INFANT AND JUNIOR SCHOOL
Bradmore Green, Old Coulsdon, Surrey CR3 1ED
The Governing Body of the School invite application for the post of Headteacher, tenable from 1st September 1984.
Applicants should be qualified and experienced teachers who are committed and active communicant members of the Church of England. The School enjoys strong parental support and a close liaison with the Parish Church of St. John.
Removal expenses will be reimbursed (details on request).
Salary: Head Teacher Group 4, £10,572–£11,784, plus a London Area Allowance of £645.
Application forms and further details from Director of Education (TAS), Taberner House, Park Lane, Croydon CR9 1TP. 01-686 4433 Ext 2609.
Completed forms should be returned by 16th March, 1984, to the Chairman of the Governors, Rev. John Wiltshire, The Rectory, 232 Coulsdon Road, Old Coulsdon, Surrey CR3 1ED.
(2427)

WINSOR PRIMARY SCHOOL
Manor Way, East Ham, London E6 4NA
Head Teacher: Miss M. Palmer
Number on roll: 128 + 60 part-time nursery
HEAD TEACHER
Group 2
Required September 1984.
London Allowance: £987 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 6th March 1984.
Education Offices, 383 High Street, Stratford, London E15 4RD.
(9049)
NEWHAM

LONDON BOROUGH OF REDBRIDGE
ST. VINCENT'S R.C. PRIMARY SCHOOL
Waldegrave Road, Dagenham, Essex RM8 2QH
Tel: 01-590 2769
Required for September 1984
HEAD TEACHER
Group 4
(£10,572–£11,784 plus £645 Outer London Allowance)
The Governors of this Roman Catholic Primary School invite applications from suitably qualified and experienced committed Catholic teachers for the post of Head Teacher.
Application forms and further details of the post are available from the Director of Educational Services, Lynton House, 255-259 High Road, Ilford, Essex. Tel: 01-478 3020 Ext. 193.
Completed application forms should be returned to this office marked "For the attention of the Chairman of the Governors" within a fortnight of the appearance of this advertisement.
(9088)

PRIMARY EDUCATION
continued

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE C.E. (C) INFANT SCHOOL
Wantage
Required from September 1984, a Headteacher for this Group 4 school (approximately 220 on roll, age 5 - 8).
Application forms and further particulars from the Chief Education Officer (ref PPC), Macclesfield House, New Road, Oxford OX1 1NA to be returned by 12th March 1984. SAE essential. (54270) 110010

OXFORDSHIRE
COUNTY COUNCIL
Mereland and Greenmere Primary School
Didcot
Required from September 1984, a Headteacher for this newly amalgamated Group 5 primary school.
Application forms and further particulars from the Chief Education Officer (ref DPC) Macclesfield House, New Road, Oxford OX1 1NA to be returned within a fortnight of the appearance of this advert. SAE essential. (54269) 110010

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
An Equal Opportunity Employer
HEADSHIPS
Required for September 1984

CROSSGATES CP SCHOOL
Kiln Lane, Milnrow, Rochdale OL16 3DR
(4 - 11)
Tel: Rochdale 54573

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 School which has approximately 245 pupils on roll aged 4 - 11 years.

SMALLBRIDGE ST JOHN'S CE (CONTROLLED) PRIMARY SCHOOL
King's Grove, Wardle, Rochdale OL12 9HR
(4 - 11)
Tel: Rochdale 49507

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 School which has approximately 240 pupils on roll aged 4 - 11 years.

Application forms and further particulars are, on receipt of s.a.e., available from the Chief Education Officer, Education Department, P O Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and returned by 12th March 1984.

ST THOMAS' CE (AIDED) PRIMARY SCHOOL
Huddersfield Road, Newhey, Rochdale OL16 3RD
(4 - 11)
Tel: Rochdale 847093

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 School which has recently been substantially remodelled. There is considerable involvement with the Church and Community. Applicants should be communicant members of the Church of England.

Application forms and further particulars are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, P O Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and on completion returned to the Rev. J. Henderson, B.D. (Chairman of the Governing Body), St Thomas' Vicarage, Newhey, Rochdale OL16 3QZ not later than 12th March 1984. (54084) 110010

SOLIHULL
EDUCATION COMMITTEE
GREEN LANES JUNIOR AND INFANT SCHOOL
Tanat Drive, Chelmsley Wood, Birmingham B36 (Group 6 plus SPA)
HEAD TEACHER
Required for September 1984.
Send s.a.e. to Director of Education for details and application form. P.O. Box 20, Council House, Solihull, West Midlands B91 3QU.
Closing date: 16th March 1984. (57120) 110010

SOMERSET
HUISH EPISCOPI COUNTY PRIMARY
Langport
For September 1984, if possible, Head for this group 4 school.
Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date 8 March 1984. (54018) 110010

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN BOROUGH COUNCIL
RYHILL FIRST SCHOOL
(5 - 9) (113 on roll)
Required Easter or September 1984 HEADMASTER/HEADMISTRESS. Group 3.
Further details available.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (54651) 110010

WARWICKSHIRE
APPOINTMENT OF HEAD
COTEN END FIRST SCHOOL
Coten End, Warwick CV34 4NP

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (194 on roll) with effect from 1st September 1984.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: PS/JT) to whom completed forms should be returned by 9th March 1984. (54642) 110010

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE
COUNTY COUNCIL
ST. EDWARDS R.C. (AIDED) MIDDLE SCHOOL
Hazell Avenue, Aylesbury, Bucks. HP21 7JF
Headteacher: P.Mitchell
Roll: 210 Group: 4
Applications are invited from suitably qualified teachers for the post of DEPUTY HEAD for SEPTEMBER 1984.
The Governors would wish to appoint a practising Roman Catholic.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH. CLOSING DATE: 12th March. (57128) 110012

DERBYSHIRE
NEWHALL (NEW) PRIMARY SCHOOL
Nr. Swadlincote, Derby
DEPUTY HEADTEACHER - GROUP 4
Required from September 1984. Estimated maximum NOR 240 (inclusive of 30 place nursery unit).
Application forms and further details available from Area Education Office, 16 St. Mary's Gate, Derby DE1 3NN (s.a.e. please) and returnable to the Headteacher designate Mrs R.A. Jeffries, Sudbury Primary School, School Lane, Sudbury, Derbyshire. Closing Date 7th March 1984.
Derbyshire County Council is an Equal Opportunity Employer. (54590) 110012

DERBYSHIRE
NEW HARDWICK JUNIOR SCHOOL
Hastings Street, Derby
DEPUTY HEAD TEACHER GROUP 6 PLUS SPA

Required from September 1984 for this inner-city multi-cultural junior school. NOR 400.

Further details and application forms available from and returnable to Area Education Office, 16 St. Mary's Gate, Derby DE1 3NN (sae please). Closing date 9.3.84.

Derbyshire County Council is an Equal Opportunity Employer. (54693) 110012

DEVON
Please see displayed advertisement on Page 53. 110012

DORSET
ST NICHOLAS CE (AIDED) PRIMARY SCHOOL
Broadwey, Weymouth
(5 - 11 yrs, roll 170)
DEPUTY HEAD TEACHER (Group 4) required from September 1984.
Interest in Curriculum Development an advantage.
Application forms, returnable to the Headmaster by 9th March, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (54264) 110012

ESSEX
LIMES FARM COUNTY INFANT SCHOOL
Limes Avenue, Chigwell
(Roll 135)
Tel: 01-501 1116
DEPUTY HEADTEACHER, Group 3
Required September 1984. Experienced and enthusiastic teacher willing to share in curriculum development and with the ability to lead a committed staff. Previous applications will be re-considered. Closing date: 13th March, 1984.
Curriculum vitae and names of two referees to West Essex Area Education Office, St. John's Road, Epping, CM16 5EB (foolscap s.a.e. please).

PETERSWOOD COUNTY INFANTS SCHOOL
Paringdon Road, Harlow
(Roll 137)
Tel: Harlow 31580
DEPUTY HEAD, Group 3
Required for September, 1984. Gifted creative teacher, enthusiastic about family grouping, individualised reading and community involvement and interested in curriculum development. Closing date 9th March, 1984.
For further details and application apply to the West Essex Area Office, St. John's Road, Epping, CM16 5EB (foolscap s.a.e. please). (54083) 110012

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
BROUGHTON JEWISH CASSLE-FOX PRIMARY SCHOOL
Park Lea, Park Lane, Salford M7 0JD
Re-Advertisement
Required for May 1984, or as soon as possible thereafter Deputy Head Teacher.
On 1st May, 1984, subject to the approval of The Secretary of State for Education and Science, the Junior and Infants' Schools are to be amalgamated, and applications are invited from suitably qualified and experienced teachers for the post of Deputy Head of this Group V School.
The successful candidate should be well acquainted with organisation in Infant Schools, and would also be expected to be responsible for an area of Curriculum Development, - preferably English.
This is a challenging position which will appeal only to a candidate who is prepared to make a positive contribution towards the continuing development of one of the leading Orthodox Jewish Day Schools in Britain.
Application Forms and further particulars may be obtained from the Chairman of the Governors, Mr. Aubrey Harris, 8 Cavendish Road, Salford M7 0WW, to whom they should be returned within a fortnight of the appearance of this advertisement.
Applicants to previous advertisement will be reconsidered. (54678) 110012

WEST SUSSEX
HARLANDS C.P. SCHOOL
Penland Road, Haywards Heath, West Sussex RH16 1PJ
Group 6
A well qualified and experienced teacher is sought for the post of Deputy Headteacher, with effect from September 1984. Candidates are invited to state areas of the curriculum in which they have an interest.
Form and details from Area Education Officer for Mid Sussex, Beckworth House, Black Hill, Lindfield, Haywards Heath West Sussex RH16 2DU. Closing date 2 weeks from the appearance of this advertisement. (54196) 110012

WEST SUSSEX
DOWNVIEW COUNTY PRIMARY SCHOOL
Wroxham Way, Felpham, Bognor Regis PO22 8ER
Required September 1984, experienced and successful class teacher for Deputy Headship of open-plan Group 4 school. Applicants should contribute to overall development of curriculum life of school, and co-ordinate a major curriculum area.
Form and details from Head, s.a.e. please. (54193) 110012

WILTSHIRE
Please see display advertisement on Page 49. (65770) 110012

Scale 2 Posts and above

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
WARREN JUNIOR SCHOOL
Gordon Road, Chadwell Heath, Romford, Essex
Required for Summer Term 1984:
CURRICULUM LEADER/CO-ORDINATOR FOR GAMES AND PHYSICAL EDUCATION. A keen, enthusiastic teacher is required for this well equipped school situated in pleasant and extensive grounds. The person appointed will be expected to develop all aspects of Physical Education, an area in which this school enjoys considerable success. Scale 2.
London Addition £987 per annum. Reimbursement of removal expenses in approved cases.
Application forms available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Returnable by 8th March 1984. (54073) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CASTLES COUNTY FIRST SCHOOL
Warwick Road, Bletchley, Milton Keynes MK3 6BA
Required as soon as possible, a teacher with responsibility for Science and Environmental Studies, Scale 2.
Applications would be welcome from candidates with relevant experience of children of first school age.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mrs L. Beasley, Dip.Ed., giving full curriculum vitae and the names and addresses of two referees. (54687) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
Required from SEPTEMBER 1984, a suitably qualified and experienced teacher to join the AYLESBURY VALE AREA PERIPATETIC REMEDIAL TEAM, SCALE 2.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury HP20 1UH. CLOSING DATE: 12th March. (57127) 110020

CAMBRIDGESHIRE
LIONEL WALDEN J.M. & I. SCHOOL
Doddington, March, Cambs. PE15 0TF
Tel: March 740405
Head Teacher: Mr. D.A. Buck
GROUP 3
REQUIRED FOR SEPTEMBER, 1984:-
Experienced Infant/Lower Junior teacher to be responsible for Language Development throughout the school. Scale 2 post.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date: [illegible] March 1984. (54656) 110020

CAMBRIDGESHIRE
SUTTON C.E. (Ct.) PRIMARY SCHOOL
Required for September 1984, teacher to have a class responsibility and to be responsible for Music throughout the School (Scale 2).
Application form and details from the Headteacher, The Brook, Sutton, Ely, Cambs. CB6 2QH (s.a.e. please). (65559) 110020

HAVERING
LONDON BOROUGH OF HAVERING
EDWIN LAMBERT J.M.& I. SCHOOL
Park Lane, Hornchurch RM11 1BD
Tel: Romford 43704
Headteacher: Mr. E.I. King
(Roll 270)
Required for September 1984 an experienced Teacher, Scale 3, to co-ordinate the work of the lower part of the school. Applicants should state areas of special interest. Opportunity exists particularly for the development of music, art or movement.

CROWNFIELD INFANTS SCHOOL
White Hart Lane, Romford RM7 8JB
(Roll 194)
Tel: Romford 41826
Headteacher: Mrs A. Boardsmore
Required for September 1984 a suitably experienced and enthusiastic Infants Teacher, Scale 2, to take responsibility for developing the use of the computer and visual aids throughout the school.
Interested applicants are welcome to look around the school informally by arrangement with the Headteacher.
Application forms for both posts are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. (54049) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
PARK INFANT SCHOOL
Eleanor Road, London E15 4AB
Head Teacher: Mrs J. Beamont
Number on roll: 145
RESPONSIBLE FOR MUSIC Scale 2
Required May 1984.
Ability to play piano and teach recorder an advantage. Please contact Head Teacher for details and to arrange a visit to school. 01-534 8216.
Previous applicants will be considered.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 6th March 1984.
Director of Education, 379/383 High Street, Stratford, London E15 4RD. (54300) 110020

OXFORDSHIRE
COUNTY COUNCIL
BISHOP LOVEDAY C.E. (V.A.) PRIMARY SCHOOL
Bodicote, Banbury OX15 4BN
Roll 350
Required for September 1984, or earlier if possible, an enthusiastic teacher for older juniors (Scale 2). Special responsibility either Environmental Studies or Micro-Computing. Other things being equal, the Governors would wish to support a Communicant member of the Church of England.
Further details and application forms available to be returned within fourteen days of the appearance of this advertisement. SAE please. (54275) 110020

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
MILL HILL PRIMARY SCHOOL
(GROUP 6)
Required for Easter, 1984 or as soon as possible thereafter:-
TEACHER (Scale 3) to be responsible for the development of mathematics throughout the primary school.
Application forms obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to him by 9th March, 1984. (57903) 110020

Scale 1 Posts

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
North Street, Barking, Essex
(Roll 250)
Required for Summer Term 1984, Assistant Teacher/Scale 1, for the first year Junior class in this modern well-equipped school. Preference will be given to applicants who are committed Christians and communicant members of the Church of England. Temporary appointment.
London Addition £987 per annum.
Application forms available (s.a.e.) from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 8th March 1984. [illegible] 110022

HARINGEY
Progress with Humanity
OUR LADY OF MUSWELL R.C. PRIMARY (J.M. & I) SCHOOL
Pages Lane, London N10 1PS
Full-time class teacher to have responsibility for curriculum leadership in music required for September 1984. Suitable candidates should be practising Catholics, able and willing to play the piano and have experience of contemporary teaching practice in J.M & I Schools with special reference to infant age groups. Scale 2 post is available for suitably qualified and experienced applicant.
Part-time Assistant Teacher, Scale 1.
An appropriately qualified and experienced teacher required for May or September, to work part-time (0.5) throughout the school.
Duties will consist of support teaching with emphasis initially on language.
London Allowance £987 payable. Removal expenses - 100% allowed in approved cases.
Candidates wishing to visit the school will be welcome. Please telephone the Head Teacher on (01) 444 9997 for an appointment. Candidates should be practising Catholics.
Application forms (s.a.e) may be obtained from the Chief Education Officer, 48-62 Station Road, London N22 5TY and should be returned to the Correspondent, Mr. M.J. Butcher, c/o 16 Bedford Street, London WC2E 9HF by 9th March, 1984. (54450) 110022

HARROW
EDUCATION COMMITTEE
EARLSMEAD FIRST AND MIDDLE SCHOOL
Arundel Drive, South Harrow, Middlesex HA2 8PW
01-864 5546
Required for one term to cover secondment, a teacher for lively class of 12 year olds, for open-plan, team teaching school. Must be sympathetic to the ethos of a multi-cultural school. Interest or experience in 'Ginn 360' and 'Smile' maths an advantage.
Application forms and to be returned by Wednesday 7th March 1984. Please enclose stamped addressed envelope. (54178) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
BRAMPTON INFANTS SCHOOL
Brampton Road, London E6 3LB
Head Teacher: Miss S.A. Collacott
Number on roll: 218 plus 120 part-time Nursery
NURSERY TEACHER Scale 1
Required as soon as possible. Visits welcomed. Tel: 01-472 0724.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 6th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (54297) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
MARYLAND INFANT SCHOOL
Gurney Road, London E15 1SL
Head Teacher: Mrs J.L. Jones
Number on roll: 116 plus 60 part-time nursery
TEMPORARY CLASS TEACHER TO COVER MATERNITY LEAVE Scale 1
Required April 1984.
Visits welcomed. Contact head teacher on 01-534 8135.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by March 6th 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (54298) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
MARYLAND JUNIOR SCHOOL
Gurney Road, London E15 1SL
Head Teacher: Mr. R.C. Emms
Number on roll: 190
CLASS TEACHER, WITH AN INTEREST IN BOYS' GAMES Scale 1
Required May 1984.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 6th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (54299) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
VINEYARD JUNIOR SCHOOL
The Vineyard, Richmond, Surrey TW10 6AN
Tel: 01-940 3879

Required as soon after the spring half term as possible, an experienced and enthusiastic teacher to take a third year junior class. The appointment will be part-time (0.5) until the end of this term, becoming full-time in the summer term, in order to cover for maternity leave. Visits welcome by appointment.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 9th March. (54135) 110022

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
Violin/Viola Teachers - Instrumental Music Team - See advertisement under Secondary Music - Scale 1. (54059) 110022

Middle School Education

By Subject Classification

Arts and Design

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
SAXMUNDHAM MIDDLE SCHOOL
Seaward Avenue, Saxmundham IP17 1DZ
315 pupils: 9 - 13
Required for September 1984, Teacher of Art and Light Crafts, to teach pupils 11 - 13 years. Scale 1 but Scale 2 post for suitable applicant who would then be required to co-ordinate the subjects throughout the school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please), to whom they should be returned. (57928) 121222

Craft, Design & Technology

Scale 1 Posts

OXFORDSHIRE
COUNTY COUNCIL
LAWN UPTON C.E. (CONT) MIDDLE SCHOOL
Littlemore, Oxford OX4 4PU
Group 6, Roll 387, 9 - 13
Required for September 1984 (or earlier if available) an enthusiastic teacher to be responsible mainly for the teaching of CDT to the upper age groups but would also be expected to teach a small amount of Humanities.
Application forms available from the Headteacher (sae please). (54972) 122122

Home Economics

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
LINSLADE MIDDLE SCHOOL
Mentmore Road, Leighton Buzzard, Beds.
Headmaster: J. Webber.
Required for September 1984, or earlier if possible, a qualified teacher of Home Economics to take the subject in a purpose built area. An interest in Health Education generally would be an advantage. Scale 1.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57705) 123022

Modern Languages

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
ROBERT BRUCE MIDDLE SCHOOL
Hillgrounds, Kempston, Bedfordshire
Headmaster: Mr. P. Selby
Tel: Bedford 854361
9 - 13 Co-educational Middle School, 635 on roll.
Required for September 1984, a Head of French to co-ordinate the subject throughout the school.
A Scale two post will be available to a candidate with appropriate qualifications and experience.
Applications from teachers able to assist with girls' games will be particularly welcome.
Application forms and further details from the Headmaster, sae please. (54667) 123018

MIDDLE SCHOOL EDUCATION
continued

Music

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
LINCROFT MIDDLE SCHOOL
Station Road, Oakley, Bedfordshire
Headmaster Mr C. Evans
Tel: Oakley 2083 or 2147
9 - 13 Co-educational Middle School, 420 on roll
Required for 26th March 1984, a temporary part-time (0.8) teacher for a first year (9 plus) class who can offer music throughout the school. This will be a temporary post to the end of the summer term only to cover the maternity leave of the present post-holder.
The school has an orchestra and choir and it is hoped that the successful candidate will continue to maintain this area of the curriculum.
Informal enquiries to the Headmaster would be very welcome and interested applicants wishing to view the school are asked to contact the Headmaster on the above telephone numbers.
Application forms and further details from the School sae please. (54698) 123822

Physical Education

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
PARKFIELDS MIDDLE SCHOOL
Park Road, Toddington, Bedfordshire LU5 6AB
Headmaster Mr D. Calcott
Tel: Toddington 2585
9 - 13 Co-educational Middle School, 340 approx. on roll
Required for Easter 1984 for the summer term 1984 only, a teacher of boys P.E., Scale 1 to teach the subject throughout the Middle School.
Applicants should be keen and enthusiastic and willing to play a full part in the life of the Middle School.
Application forms and further details from the Headmaster, sae please. (54700) 124222

Secondary Education

Headships

BERKSHIRE
MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading, Berkshire
N.O.R. 1000 (11 - 18 mixed Comprehensive)
Required for September 1984, HEADTEACHER (Group 10).
Application forms and further details from the Director of Education, (ES/[illegible]), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE). Closing date March 7th, 1984.
Berkshire County Council is an equal opportunity employer. (50536) 130010

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE JOHN COLET COUNTY SECONDARY SCHOOL
Wharf Road, Wendover, Aylesbury HP22 6HF
Applications are invited for the HEADSHIP of this mixed Secondary Modern school from SEPTEMBER 1984.
Roll: 690 pupils with 80 in the Sixth Form.
Group: 10.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH. CLOSING DATE: 12th March. (57126) 130010

DEVON
Please see displayed advertisement on Page 53. 130010

Leicestershire

MELTON MOWBRAY
SARSON HIGH SCHOOL

Head
GROUP 9

HEAD required August for this well established Leicestershire Plan High School (11–14) which will have approximately 550 on roll next year. This interesting and demanding post calls for energy, imagination and a concern for the educational needs of the individual pupils. The successful candidate will need wide and substantial experience in comprehensive schools, preferably at Deputy level.

Details on request (s.a.e.)

Apply (no forms) with full particulars, curriculum vitae, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 9th March 1984.

(2947)

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and experienced people regardless of race, disability, sex or marital status.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BUILTH WELLS HIGH SCHOOL
(Mixed Comprehensive 11 - 18)
Required for 1st September, 1984 a qualified Head Teacher. Salary at group 8.
Application forms and further particulars obtainable from Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA., to whom completed forms should be returned by 19th March, 1984. (Ref:- 781). (54633) 130010

Deputy Headships Second Masters/ Mistresses

DEVON
Please see displayed advertisement on Page 53. 130012

DUDLEY
METROPOLITAN BOROUGH
THE DORMSTON SCHOOL
Mill Bank, Sedgley, Dudley, West Mids.
(12 - 16 co-ed. comp. Group 10: 720 on roll)

Required September, DEPUTY HEAD TEACHER for this popular expanding school, which has a proven record of academic success and serves a residential area in the north of the Borough.

Application forms/details (foolscap SAE) from, and returnable to: Head Teacher. Closing date 15th March. (65557) 130012

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Founded 1624
Voluntary Aided Grammar School (1220 boys and girls: 300 in Sixth Form)

Required for September 1984, DIRECTOR OF STUDIES (Senior Teacher Scale) to be responsible to the Headmaster for the oversight of the curriculum and academic organisation of the school.

London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Further details of the School and the post may be obtained from the Headmaster (s.a.e. 9¼" X 6½") to whom application should be made by letter including curriculum vitae and names of two referees. Closing date 9th March, 1984. (54449) 130012

GLOUCESTERSHIRE
ST BENEDICTS RC COMPREHENSIVE SCHOOL
Arle Road, Cheltenham GL51 8LE
Required for September DEPUTY HEAD TEACHER (Group 9: Vol. Aided: 11 - 18).
The Governors seek to appoint a suitably qualified and experienced graduate to this important post.
The successful candidate will be a practising Catholic.
Application form and further details (s.a.e. please) from the Clerk to the Governors, at the School. (54047) 130012

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 780
Required for September 1984. Group 10.
Second Master/Mistress. Time-tabling experience essential.
S.A.E. for application form/details to the Headmaster. Closing date 16th March 1984. (54192) 130012

HERTFORDSHIRE
SIMON BALLE SCHOOL
Mangrove Road, Hertford, Herts. SG13 8AJ
Required for September 1984 a Deputy-Head (Group 10) for this thriving, five-form-entry, mixed, all-ability, 11 - 18 school. The person appointed will have a particular responsibility for the welfare of girls in the school. The school is a busy and successful community and we are seeking a graduate teacher with relevant experience and with energy and flair.
Applications (no forms), with the names of two referees, should be sent to the Headmaster at the school as soon as possible. (54695) 130012

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road, Northampton NN2 7AF

KINGSTHORPE COMMUNITY UPPER SCHOOL - GROUP 11

Required for September 1984, SECOND DEPUTY HEAD. School responsibilities to be clarified in the light of applicants' qualifications and experience. Interest and experience in Social Education. Pastoral Care, the oversight of two faculties essential with a substantial teaching commitment. Responsibilities include administrative and timetabling duties.

Details of the staffing structure and particulars of the school together with application forms obtainable from the Headmaster. (SAE).

Form to be returned as soon as possible. Interview dates are 9th and 10th May 1984. (54609) 130012

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi-Ethnic Comprehensive)

Required for April or September 1984.

First Deputy Head Teacher - Group 12.

With proven management skills and sound experience of curriculum development and timetabling.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG. Closing date 16th March 1984.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (54084) 130012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
ST. AIDAN'S R.C. SCHOOL
Willow Bank Road, Sunderland SR2 7HJ, Tyne and Wear
(Group 10)
Required for April, 1984, or as soon as possible thereafter:-
SENIOR TEACHER (Senior Teacher Scale).
The successful applicant will be a member of the senior management team and ready to cooperate in all areas of school organisation. Duties include options, administration of examinations, timetabling, staff liaison and elements of pastoral care.
Application forms and further details obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 9th March, 1984. (57906) 130012

YSGOL MAIR AIDED PRIMARY SCHOOL, Rhyl
(445 Pupils)

HEAD TEACHER – GROUP 6
Applications are invited from suitably qualified, practising Roman Catholic teachers for this post. The vacancy occurs due to the retirement of the present Head Teacher. The appointment will be from 1st September, 1984.
Application forms may be obtained from the Chairman to the Governors, The Very Reverend L. Quigley, St. Mary's, 119 Wellington Road, Rhyl, Clwyd LL18 1LE, to whom they should be returned by 7th March. Kindly enclose a stamped addressed envelope.

ST. DAVID'S R.C. AIDED PRIMARY SCHOOL
St. David's Lane, Mold
(286 pupils + 36 Nursery)

DEPUTY HEAD TEACHER – GROUP 5
Applications are invited from suitably qualified, practising Roman Catholics for this vacancy which occurs due to retirement. The appointment will be from 1st September, 1984.
Application forms may be obtained from the Head Teacher, and should be returned to the Chairman of the Governors at the school by 7th March. Kindly enclose a stamped addressed envelope.

JOHN HOWARD DAVIES
Director of Education
Shire Hall
Mold
15.2.84

CLWYD COUNTY COUNCIL

HAMPSHIRE
EDUCATION AUTHORITY
County Adviser for Speech and Drama
Headteacher Group 8 £13,953–£15,189

Applications are invited for the above post in the Hampshire County Advisory Service based in Winchester.

Applicants should have broad and varied experience of teaching drama in schools and/or further education establishments.

Drama is well developed in schools, colleges, clubs and societies throughout the County. The Adviser is responsible for encouraging and supporting the teaching and practice of drama within educational establishments of all kinds and in the community generally. The Adviser is supported by a team of drama tutors who direct the work of a number of drama centres located in different parts of the County.

Application form and further particulars available from the Education Personnel Unit, The Castle, Winchester SO23 8UG enclosing an s.a.e. or tel: Winchester 54411 ext. 455 quoting post number CE.12.042. Returnable by 9th March 1984. (2432)

Remedial Posts

Heads of Department

CAMBRIDGESHIRE
THE NETHERHALL SCHOOL
(11 - 18 co-educational, comprehensive: 1422 on roll: 'A' level Sixth Form of 200)
Required for September, Head of Remedial Department (Scale 3). Responsibility for all aspects of remedial work: diagnosing, group teaching, structuring individual programmes, advising other departments on methods and approach.
Apply by letter with full c.v. and names and addresses of two referees to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN (Tel: 242931).
Particulars available (s.a.e.). (65558) 131018

EAST SUSSEX
ST RICHARD'S R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
Comprehensive mixed, 11 - 16. Roll: 605
Required from September 1st: Head of Remedial Department - Scale 2.
The School attaches great emphasis to the education of pupils with special needs. Considerable scope will be given to the person appointed to further develop the Department. Scale 3 post available for suitably qualified applicant.
Relocation grants available in approved cases.
Apply by letter (sae please) to the Headmaster, enclosing CV and names and addresses of two referees. (54680) 131018

NORFOLK

DEPUTY HEAD

CLAYDON HIGH SCHOOL, GORLESTON
(Group 9)

Required from September, 1984, for this recently reorganised co-educational All-ability High School, 12–16 age range, 585 pupils, to play a major role in its development. A TVEI Project begins in September. Specific responsibility for the timetable and boys' welfare, as well as sharing in day-to-day organisation.

Further details and application forms from the County Education Officer, Room 32, County Hall, Norwich NR1 2DL. (S.a.e. please).

Closing date for applications 9th March, 1984. (9095)

St Christophers Community Home with Education
Scale I Teacher

St Christophers in Hayes, Middlesex, is managed by Social Services for the London Region. It has developed as a flexible resource in an urban setting to provide full residential care for 20+ boys and day care for up to 16 boys (13–18 years). These boys have a wide range of abilities and difficulties. The home works closely with families, the community and local schools.

We need a TEACHER
– to plan and execute individual educational programmes
– to work with individuals or small groups
– to teach basics and general subjects
– help develop programmes for 16+
– to blend intellectual, social and life skills teaching
– to offer a range of other skills and interests
– to manage 'extreme' behaviours
– to participate with residential and field social workers

For further information, please ring Kath Lewis (Assistant Principal) or Phil Friend (Principal) on 01-561 1229.

Salary dependent on experience plus £1,056 Responsibility Allowance and £615 London Weighting.

Application form and further details from the Personnel Officer, Ref: SS/26/170XE, Civic Centre, Uxbridge. Telephone 01-561 1299 (24 hour answering service). Applications from disabled persons welcome. Closing date: 7th March 1984.

London Borough of Hillingdon
(9085)

HELP! CAN YOU CLIMB EVEREST?

Wanted as soon as possible
Scale 1 Teacher

Middlesex Lodge has so far been unsuccessful in making a Scale 1 appointment for a teacher of general subjects. We provide a variety of resources for adolescent girls who are at crisis point. If you have humour, strength of purpose and a sense of adventure (hence the relevance of Everest), ring Sally Wells at Middlesex Lodge, on Uxbridge 53272, for more information. Candidates should have passed their probationary period.

Salary dependent on experience plus £1,056 Responsibility Allowance and £615 London Weighting.

Application form and further details from the Personnel Officer, Ref: SS/26/172XE, Civic Centre, Uxbridge. Telephone Uxbridge 50589 (24 hour answering service). Applications from disabled persons welcome. Closing date: 7th March 1984.

London Borough of Hillingdon
(9084)

REMEDIAL HEADS DEPT.
continued

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
REMEDIAL - HEADS OF DEPARTMENT
Required September Head of Department (Scale 3) to be responsible for Remedial teaching in this well-established 12 - 18 co-educational comprehensive school. Experience in teaching children whose first language is not English will be an added advantage.
Form and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advertisement. (54195) 131018

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
Mixed, 11 - 18
Comprehensive (2,000 on roll)
Required September Head of Department of REMEDIAL AND SUPPORT SERVICES, Scale 3. This is a new challenging post with responsibility for leading a team of teachers who provide for pupils with a range of particular educational needs.
Please write (a.s.f.a.) for details of post and school to Headmaster. (54187) 131018

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Forest Street, London E7 0HR
Head Teacher: Mrs. A. Rowland
Number on roll: 850
TEMPORARY REMEDIAL TEACHER FOR ONE TERM
Scale I
Required May 1984.
A teacher to join the educational support team. Candidates should be prepared to team-teach in main-stream classes.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 7th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (54602) 131022

By Subject Classification

Arts and Design

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
HERNE BAY COUNTY SECONDARY SCHOOL
Required for September 1984 Head of Art (Scale 3) for this 1150 mixed, 11 - 16 Secondary Modern School. Applications from art teachers offering two or three dimensional work and with experience in developing Design across the curriculum are sought.
Letters of application to the Head Teacher, Hern Bay Secondary School with names of two referees (s.a.e. required for application form and further information). (57113) 131818

Scale 1 Posts

HAMPSHIRE
TESTBOURNE SCHOOL
Micheldever Road, Whitchurch RG28 7JD
11 - 16 Mixed Comprehensive Community School N.O.R. 850
Required April 1984 for one term only. Temporary Art to teach throughout the school.
S.A.E. for application form/further details to Headmaster. (54034) 131922

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Forest Street, London E7 0HR
Head Teacher: Mrs A. Rowland
Number on roll: 850
TEMPORARY TEACHER OF ART TO COVER MATERNITY LEAVE
Scale 1
Required May 1984. This is a dynamic and successful department. A candidate is sought who will continue to develop the three-dimensional aspects of the Art course.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 6th March 1984.
Director of Education, Education Offices, 379/383 High School, Stratford, London E15 4RD. (54296) 131222

Classics

Scale 2 Posts and above

HEREFORD & WORCESTER
COUNTY COUNCIL
NORTH BROMSGROVE HIGH SCHOOL
School Drive, Stratford Road, Bromsgrove, Worcs. B60 1BA

Required for May or September, a qualified teacher to take responsibility for Latin throughout the school, and up to A and S level. A Scale 2 post is available for a suitably qualified candidate. (54056) 131620

Commercial Subjects

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800 plus on roll
HEAD OF BUSINESS STUDIES SCALE 3
Required for September 1984 to run the Business Studies Department of three staff within the Humanities Faculty. Currently a full-time course is run in the Sixth Form, offering a full range of skills and subjects to Pitmans, R.S.A. and G.C.E. level. Candidates should indicate their experience and the subjects they are able to offer.
Previous candidates need not re-apply.
Applications to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, together with curriculum vitae and names and addresses of two referees, as soon as possible please. (54100) 131818

Scale 2 Posts and above

HAMPSHIRE
COURT MOOR SCHOOL
Springwoods, Fleet, Aldershot, Hampshire GU13 9SX
(Comprehensive Mixed 11 - 16)
N.O.R. 1070
Required for September (or April if available) 1984. Scale 2 post.
A teacher for Business Studies, typing and commerce. Well equipped room with model office. Closing date 8th March 1984.
Letter of application nominating two referees, to Head Teacher with s.a.e. for details. (54191) 131820

Leicestershire

OPPORTUNITIES FOR
Secondary Teachers Scale 1
REQUIRED AUTUMN 1984
Applications are invited from both newly qualified and experienced teachers for appointment to a pool of specialist teachers in a number of key shortage areas: Mathematics, Physics, Modern Languages, Computer Studies, Technology.
Applications by letter (no forms) and SAE with full particulars and names of two referees to the Director of Education (Ref S/TS), County Hall, Glenfield, Leicester LE3 8RF. Telephone: Leicester 871313 extension 493/494 for further details.
Closing date: 12 March 1984. (6097)
EQUAL OPPORTUNITIES POLICY Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
TEMPORARY SCALE 1 APPOINTMENT
For the Summer Term in the first instance, a teacher of Shorthand, Typing and Office Skills, to Sixth Form Business Studies students is required. A possibility of a permanent appointment exists. Please indicate on application which subjects can be offered to R.S.A. and Pitman level.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, as soon as possible please. (57101) 131822

Computer Studies

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
THE DORMSTON SCHOOL
Millbank, Sedgley, Dudley, West Midlands
12 - 16 Co-ed. Comp. Group 10. 720 on roll

For September HEAD of INFORMATION TECHNOLOGY (Scale III) for this popular expanding school which has a proven record of academic success and serves a residential area in north of Borough.

A well-qualified and experienced teacher to take responsibility for the development of a new department dealing with Computer Studies, Computer Appreciation/Awareness and data retrieval across curriculum. An enthusiast is looked for with ideas and drive who can make the best use of a new purpose built Computer room which is to be set up.

Details/Application forms (s.a.e. please) from and returnable to Headteacher (Tel: Sedgley 2188).

Closing date 9th March. (54289) 132018

Scale 2 Posts and above

SHROPSHIRE
EDUCATION COMMITTEE
IDSALL SCHOOL
Coppice Green Lane, Shifnal, Shropshire
11 - 18 comprehensive

Scale 2, vigorous, enthusiastic teacher able to extend computer awareness across the curriculum and teach some Mathematics.

Application forms available from the Head (SAE). (54792) 132020

Craft, Design & Technology

Heads of Department

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6HX
Tel: 01-554 3608 : 01-518 1471
Head: Mr. R.O. Baker, B.Sc.
N.O.R. 970
HEAD OF C.D.T. SCALE 3 (plus O.L.A. of £645)

Required for April 1984, or as soon as possible thereafter, an experienced, enthusiastic teacher, to continue the development of this growing department, in this mixed 11 - 18 Comprehensive school.

Please reply by letter to the Headteacher as soon as possible, giving full details and curriculum vitae, together with the names, addresses and telephone numbers of 2 referees.

Telephone enquiries will be welcomed 01-518 1471. (54580) 132118

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
FARRINGDON SCHOOL
Allendale Road, Sunderland SR3 3EL
(Group 11)
Required for April or September, 1984:-
HEAD OF CRAFT, DESIGN and TECHNOLOGY (Scale 4), to lead a progressive department which offers a full range of C.D.T. subjects to advanced level, and is developing a modular approach to C.D.T. design and graphical communication.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed envelope [illegible]

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
USWORTH SCHOOL
Heworth Road, Washington NE37 2NF, Tyne and Wear
(Group 11)
Required for September, 1984:-
Head of Craft, Design and Technology (Scale 3) in this 11 - 18 comprehensive school. This department is part of a Creative Studies Faculty. An ability to teach modular technology and design is essential.
Application forms obtainable from the headteacher at the above school on receipt of a stamped addressed foolscap envelope to be returned to him by 9th March, 1984. (57909) 132118

WEST SUSSEX
SOUTHERN AREA
WORTHING HIGH SCHOOL
Rectory Road, Worthing
12 - 16 mixed, 950 pupils
HEAD OF CRAFT, DESIGN AND TECHNOLOGY, Scale 3, required September, 1984, when new C.D.T. complex due to open. Excellent opportunity to develop links with Computer Room, technology laboratory and graphics room and extend the range of technology across the curriculum.
Details and application form from Headmaster (s.a.f.a.). (57405) 132118

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 53. 132120

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4DH
11 - 16 Mixed Comprehensive
N.O.R. 1000
See Scale 1 C.D.T. (54031) 132120

HERTFORDSHIRE
STEVENAGE DIVISION
AN ENGINEERING DESIGN AND CRAFT teachers, scale 2 or 3, is required from 1st September to work in the Hertfordshire TVEI Project, based in Stevenage. The course to be taught is a new one, to be called Manufacturing Technology, and is offered at O level and CSE with the possibility of an A level to follow. Apart from possessing basic craft and design skills the teacher appointed will need to become familiar with production methods, the use of computer numerically-controlled machines and computer-assisted design. Some retraining can be given.
The Hertfordshire TVEI Project is one of the initial pilot projects and has been in operation since last September. The framework is therefore well-established. The appointed will be to Hertfordshire's permanent teaching establishment, but will involve work in several schools.
Please apply by letter to Dr. R.G. Wallace, Director, TVEI, Divisional Education Office, The Grange, High Street, Stevenage SG1 3BD, enclosing a curriculum vitae and naming two referees. (54051) 132120

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, Winchmore Hill, London N21 3HS

Required September 1984, a progressive teacher of DESIGN and TECHNOLOGY, Scale 1, to join a modern department with developing facilities. First appointments welcome. The school is a well-established mixed comprehensive, over-subscribed, situated in pleasant surroundings.

London Allowance, £645.

Application forms and further details (foolscap SAE) obtainable from the Headmaster at the School, to whom they should be returned as soon as possible. (54452) 132122

ESSEX
THE KING EDMUND SCHOOL
Vaughan Close, Rochford
(Roll 1350)
Tel: Southend-on-Sea 545771
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY, Scale 1
Required for September 1984 to work in developing department. Some specialism in Woodwork an advantage.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (54080) 132122

HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants
(12 - 18 mixed comprehensive - 1388 n.o.r.)
Required for April or September 1984 DESIGN TECHNOLOGY Teacher offering work to Advanced Level and Modular Technology (Electronics/Structures/Mechanisms) Scale 1.
Apply by letter to Headmaster with curriculum vitae and names of two educational referees enclosing s.a.e. for further details, closing [illegible]

HAMPSHIRE
HARRIET COSTELLO SCHOOL
London Road, Crossborough Hill, Basingstoke
11 - 16 Mixed Comprehensive
N.O.R. 1034
Scale 1 - C.D.T.
Required for September 1984. Able to teach all aspects of the subject including Graphics and Technology to all age groups and abilities.
Letter of application to Headmaster with C.V. and names of two referees. (54030) 132122

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4DH
11 - 16 Mixed Comprehensive
N.O.R. 1000
Required September 1984. Scale 1 (possible scale 2 post available for suitably qualified applicant) Teacher of Craft, Design and Technology.
Applications with c.v. with names of two referees to Headteacher. (54032) 132122

HUMBERSIDE
EDUCATION COMMITTEE
Grimsby Division
LINDSEY SCHOOL
Grainsby Avenue, Cleethorpes
Required for April, 1984: TEMPORARY TEACHER OF CRAFT who is capable of teaching woodwork or metalwork, or both, to children in the 11 - 13 age range. This appointment is for one term only.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (65566) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
CASTLEMOUNT SECONDARY SCHOOL
Laureston Place, Dover
Teacher to work in Craft, Design Technology department with special interest in Metalwork and Graphic Communication. Scale 1. Interest and ability to assist with Boys Games especially rugby and soccer would be an added asset.
Letters of application to the Headteacher at the school with full curriculum vitae and names and addresses of two referees. (57112) 132122

NORTH YORKSHIRE
COUNTY COUNCIL
(YORK AREA EDUCATION OFFICE)
BARLBY HIGH SCHOOL
York Road, Barlby, Selby YO8 7JP
Required for the Summer Term only 1984, Temporary Teacher for CRAFT, DESIGN AND TECHNOLOGY.
Application forms (S.A.E. please) from the Head Teacher to whom completed forms should be returned within two weeks from the date of this advertisement. (54627) 132122

NORTHAMPTONSHIRE
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants. NN11 4HJ

Required for September, 1984 Scale 1 Appointment.

A TEACHER OF CRAFT, DESIGN AND TECHNOLOGY in a Department offering well established design courses to all pupils in this 11 - 18 Comprehensive School. An interest in technology could be accommodated. Lively school, good facilities.

Application form and details from the Headmaster (SAE please). (54608) 132122

STAFFORDSHIRE
EDUCATION COMMITTEE
EDENSOR HIGH SCHOOL
Greendock Street, Longton, Stoke-on-Trent ST3 2NA
Required for the Summer Term or September 1984 teacher for CRAFT, DESIGN and TECHNOLOGY (Scale 1) able to teach Woodwork to examination level. Interest in Design Technology desirable.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (54619) 132122

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
THE HENRY MEOLES SCHOOL
Birket Avenue, Moreton, Wirral, Merseyside L46 1RB
(11 - 18 Boys)
Comprehensive: 800 on roll including 70 in the Sixth Form)
REQUIRED FOR SEPTEMBER 1984 TEACHER - SCALE I FOR CRAFT, DESIGN AND TECHNOLOGY.
Candidates should possess a flexible approach to CDT and be prepared to work in a wide variety of materials. Under the NTVEI scheme the Department is developing a course in Design Technology, and an interest in computing on electronics would be advantageous.
Letters of application, enclosing curriculum vitae together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.
Please enclose a stamped addressed envelope. (54559) 132122

Economics

Heads of Department

SURREY
GUILDFORD HIGH SCHOOL (Church Schools Co. Ltd.)
London Road, Guildford, Surrey GU1 1SJ
ECONOMICS teacher (part time) required for September.
Please see Independent section. (65146) 132211

Scale 1 Posts

BUCKINGHAMSHIRE
ROYAL GRAMMAR SCHOOL
High Wycombe
Headmaster: R.P. Brown, J.P., M.A.
No. on Roll 1105 (including 400 in Sixth Form)
A Graduate to teach Business Studies and Economics in the Sixth Form is required for September 1984 in this Voluntary Controlled School. Ability to help with Rugby, Cricket and with CCF an advantage.
Further details and Application Forms available from the Headmaster. (54386) 132222

MANCHESTER
ST BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX

A Catholic Grammar School of 635 boys 11 - 18 years, 120 pupils in the Sixth form, a high proportion of whom go on to university. Girls will be admitted to the Sixth form from September 1984.

Applications are invited for the following posts to commence in September 1984. Practising Catholics will be preferred.

TEACHER OF ECONOMICS.

A well qualified graduate teacher required to introduce the subject at 'O' and 'A' level and to teach up to Oxbridge entrance. This is a Scale 1 post in the first instance, but a Scale 2 is available after satisfactory completion of first year.

Letters of application with full CV and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, Mr J. Byrne, from whom further details may be obtained. Closing date for applications, Wednesday 7th March, 1984. (65853) 132222

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC - 700 boys 11 to 18 - 200 in 6th Form)

Required in September 1984, a Graduate to teach ECONOMICS to A Level and University entrance, together with another academic subject to O Level. Economics is a well-established school. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, rugby and cricket will be an advantage. Salary: Burnham plus. Scale 2 available for appropriately qualified and experienced candidate.

Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. Further details are available on request. (54736) 132222

English

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, Beds.
NOR 1007 including 200 in Sixth Form
Required for September 1984, a well-qualified and experienced Honours Graduate in English to be Head of English Department (Scale 4).
The department includes 6 full time teacher assisted by other experienced staff. Courses range from CSE to 'O' and 'A' level with interesting new developments at 17 plus. Specialist English rooms, dance and drama studio, wide ranging bookstock, good audio visual resources. Excellent library with full time chartered librarian.
The department at all levels has a good record of success at all levels and an enthusiastic and imaginative teacher is sought to continue and develop this fine tradition. The Cedars is a purpose-built Upper School (13 - 18) on the outskirts of a pleasant market town.
Application forms and further details obtainable from and returnable to the Headteacher at the school (s.a.e. please). (57702) 132418

DEVON
Please see displayed advertisement on Page 53. [illegible]

SECONDARY ENGLISH
continued

Scale 2 Posts and above

NORTHAMPTONSHIRE
PRINCE WILLIAM UPPER SCHOOL
Herne Road, Oundle, Peterborough PE8 4BS

Required in September a TEACHER OF ENGLISH (SCALE 2) in this 13 - 18 co-educational Upper School set in pleasant rural surroundings.

The successful candidate will be expected to teach English throughout the school by agreement with the Head of Department, but will be responsible for the administration of and advising on the CSE courses and examinations.

Apply to the Headmaster for further details and application form (SAE please). (54618) 132420

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancs. OL8 4BX
(Tel: 061-624 2523)
(560 girls, 110 in Sixth Form)
Required for September 1984 an experienced graduate with a good honours degree to teach ENGLISH throughout the school including 'O', 'A' and Scholarship work. Salary: Burnham Scale II.
Please apply to the Headmistress by letter (no forms), enclosing curriculum vitae and the names and addresses of two referees. (54164) 132420

Scale 1 Posts

ESSEX
GABLE HALL SCHOOL
(Roll 1300)
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford-le-Hope 671596
ENGLISH, Scale 1
(Temporary) (London Fringe Allowance)
Required for Summer Term, for one term only, to cover secondment.
Apply in writing with two referees and curriculum vitae (foolscap s.a.e. please). (54076) 132422

HARINGEY
Progress with Humanity
WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
TEACHER OF ENGLISH
(Temporary, one term only)
Required for the Summer term, an enthusiastic English specialist with experience of examination teaching for classes including 5th year 'O' level Language and Literature and 6th form City and Guilds Communication Skills.
London Allowance (£987) payable.
Application forms and further details available from the Head of the School. Completed forms should be returned as soon as possible.
Haringey is an equal opportunity employer. (54181) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent
Required in September, at this Voluntary Controlled, four-form entry Selective school for boys, graduate to teach English. Contribution to games and/or societies important. Excellent scope for new entrant to the profession.
Applications by letter and c.v., together with details of two referees, direct to the Headmaster at the School. (57108) 132422

LONDON
RAINE'S FOUNDATION SCHOOL, (V.A. C of E)
Arbour Square, London E1
Tel: 790 1066
Required for the summer term only - a teacher of English (Scale 1). Ability to help with ESL or French would be an advantage.
Applications in writing ASAP to the Headmaster with c.v. and the names and addresses of two referees. (65380) 132422

Geography

Heads of Department

HULL
HYMERS COLLEGE
Hull
H.M.C. (580 boys, 160 in the VI form)

Required for September 1984, HEAD OF GEOGRAPHY DEPARTMENT, Scale 4.

Application (no forms) with names of two referees, should be sent by 30th March to the Headmaster, Hymers College, Hull HU3 1LW. (65695) 132618

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Epsom
(12 - 18 Mixed Comp.)
TEMPORARY GEOGRAPHY Scale 1 teacher required April 1984 for Summer Term 1984. Ability to teach A level, an advantage.
Contact Head. Tel: Epsom [illegible] (54689) 132622

SUTTON
LONDON BOROUGH OF SUTTON
WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required at this Voluntary Aided School of 750 boys for September 1984 a well qualified Geographer (Scale 1) to teach Geography mainly at 'O', 'A' and 'S' levels. The successful candidate should be willing and competent to spend about 3 weeks during term time assisting with Fieldwork at the School's own Field Centre in Wales, and an interest in games and C.C.F. would be very welcome.
The School has a selective intake of substantial ability and a Sixth Form of 150 all engaged on 'A' level work, of whom 60 study Geography.
Applications together with a complete Curriculum Vitae and indication of extra curricular interests, and the names of two referees to reach the Headmaster by 9th March, 1984. (54664) 132622

History

Heads of Department

HAVERING
LONDON BOROUGH OF HAVERING
THE FRANCES BARDSLEY SCHOOL
(Roll 1136 Girls)
Brentwood Road, Romford RM1 2RR

Tel: Hornchurch 47568
Headteacher: Mrs. J.R. Irwin-Hunt, M.A.
Head of History, Scale 3, required for September 1984. A History graduate is to be appointed to lead a strong progressive department in this all girls 11 - 18 comprehensive school. A lively approach plus an ability to teach up to the highest academic standards is required.
Letters of application enclosing curriculum vitae and the names of two referees should be sent to the Headteacher. (54048) 132818

Scale 1 Posts

SUTTON
SUTTON HIGH SCHOOL
G.P.D.S.T.
55 Cheam Road, Sutton SM1 2AX

Required in April, a graduate to teach HISTORY throughout the school, up to Ordinary and Advanced Levels. Temporary appointment occasioned by confinement leave.

Please apply to the Headmistress by letter, giving curriculum vitae and names of two referees. (54260) 132822

SCIENCE MUSEUM
London
History of Medicine: Educational/Resources Manager - see display advert in 'Miscellaneous' section. (54589) 132822

Home Economics

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St. Neots, Cambs.

Required for September, HEAD OF HOME ECONOMICS (Scale 3) including child care and development. CSE/'O'/'A' level well established.

Apply by letter (no forms) giving c.v. and names of two referees. (65560) 133018

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13 - 18 Comprehensive, 880 boys and girls, 130 in the Sixth Form)
Required from September 1984 for one year due to secondment, an experienced temporary teacher of Home Economics, to be Head of Subject, Scale 2.
Apply by letter to the Headteacher giving C.V. and two referees. S.A.E. for further information, S.A.E. for result. (54274) 133018

Scale 1 Posts

BARNET
(LONDON BOROUGH)
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Burnt Oak, Edgware, Middx. HA8 0TE
V.A. Mixed Comprehensive. Roll 1055, Sixth Form 146
01-959 3410

Required SEPTEMBER 1984, or earlier if available, teacher of HOME ECONOMICS.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E.
Director of Educational Services. (54184) 133022

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll 1390 including 130 in 6th Form
Required for September 1984. Applications are invited from enthusiastic and well-qualified teachers of Home Economics for a Scale 1 post in this all-ability school. Teachers qualifying in July this year will receive serious consideration. The subject is taught to all pupils in the school and includes examination work up to, and including C.S.E. and 'O' level. A new course has recently been introduced into the 6th Form and it is hoped to develop an 'A' level course.
Further details concerning the post are available from the Head of the school to whom completed application forms should be returned within two weeks of the appearance of this advertisement. Please enclose a foolscap s.a.e.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (54634) 133022

SOLIHULL
EDUCATION COMMITTEE
KINGSHURST COMPREHENSIVE SCHOOL
Cooke Lane, Kingshurst, Birmingham B37 6NU
Tel: 021 770 1827
TEMPORARY TEACHER OF HOME ECONOMICS SCALE 1
Required for June 1984 in this 11 - 16 all ability school to cover maternity leave.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (57121) 133022

SURREY
EDUCATION COMMITTEE
ST. BEDES C OF E/R.C. SCHOOL
Cairton Road, Redhill
(12 - 18 Mixed Comp. Nor. 1140, Inc. 180 Sixth Form)
HOME ECONOMICS Scale 1 teacher required September 1984, to teach to A level.
Application form and further details from Head enclosing SAE please. (54688) 133022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
MORETON SCHOOL
HOME ECONOMICS SCALE 1
Temporary full time Teacher required in March to cover maternity leave in this 11 - 18 community comprehensive school.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (54039) 133022

Humanities

Scale 1 Posts

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
MORETON SCHOOL
Required for Easter 1984, temporary full time Teacher of Humanities, Scale 1 for one term only. Ability to teach combined Humanities and Social Science essential.
This is a community comprehensive school for boys and girls aged 11 - 18 on a prominent site overlooking the countryside of Staffordshire and Shropshire.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (54038) 133222

Mathematics

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds.
N.O.R. 940
Headmaster: S.H. Hamilton-Fox, M.A.
Head of Mathematics Scale 4. Required for September 1984, or earlier if possible, a well qualified and experienced teacher to lead a successful department. Courses include C.S.E. and G.C.E. 'O' level and additional mathematics. Computer Studies is well established and a resources centre assists in the teaching process.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57706) 133418

DEVON
Please see displayed advertisement on Page 53. 133418

NORTHAMPTONSHIRE
KETTERING BOYS' SCHOOL
Windmill Avenue, Kettering, Northants. NN15 6PH

800 boys aged 11 - 18

HEAD OF MATHEMATICS, Scale 4, required in April or September to take charge of a successful department. SMP Mathematics is taught throughout the school to CSE, O and A levels. An experienced and imaginative teacher is required who is fully aware of the implications of the Cockcroft report.

Application by letter giving full curriculum vitae and the names of two referees to the Headmaster. (54611) 133418

MANCHESTER
ST BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX

A Catholic Grammar School of 635 boys 11 - 18 years, 120 pupils in the Sixth form, a high proportion of whom go on to university. Girls will be admitted to the Sixth form from September 1984.

Applications are invited for the following posts to commence in September 1984. Practising Catholics will be preferred.

HEAD OF MATHEMATICS.

Burnham Scale 4.

To lead a department of five and to teach up to Oxbridge level. Experience in both traditional and modern Mathematics and Computer Studies desirable.

Letters of application with full CV and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, Mr J. Byrne, from whom further details may be obtained. Closing date for applications, Wednesday 7th March, 1984. (65352) 133418

Scale 2 Posts and above

ESSEX
THURSTABLE SCHOOL
Maypole Road, Tiptree, Colchester CO5 0EW
(11 - 18: Roll 1150)
Tel: 0621 816526
TEACHER OF MATHEMATICS
Required for Easter, for years 1 - 3. Possibility of a Scale 2 post for a suitable candidate.
Apply by letter with full c.v. and names of two referees to Headteacher a.s.a.p. (foolscap s.a.e. please). (54081) 133420

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS SECONDARY

The Park School
Park Lane, Barnstaple EX32 9AX. (Roll 995)
Headteacher (Group11) £17,277–£18,561
Required September 1984 for this 11–16 mixed comprehensive school. Application forms and further details from Area Education Officer, Civic Centre, North Walk, Barnstaple, EX31 1EG (SAE please). Closing date 9th March 1984.

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DEPUTY HEADTEACHERS SECONDARY

Coombe Dean School,
Charnhill Way, Plymstock Plymouth, PL9 8ES. (Roll 920)
First Deputy Head (Group 10)
Required September 1984 for this 11–18 mixed comprehensive school. Applications are invited from suitably qualified and experienced teachers. Closing date 9th March 1984.

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DEPUTY HEADTEACHERS PRIMARY

Tiverton Tidcombe Lane (5–8 Years) First School,
Marina Way, Tiverton, EX16 4AL (Roll 77)
Deputy Headteacher (Group 2)
Required September 1984 to assist with the consolidation and development of a growing school where language and environmental concern are major elments in the curriculum. Music and drama would also be an advantage. Closing date 9th March 1984.

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SCALE POSTS SECONDARY

Ivybridge Community College
Harford Road, Ivybridge PL21 0JA (Roll 1,300)
Scale 4 – Head of English
Required September 1984 to be responsible for the subject to A and University Scholarship levels. Closing date 10th March 1984.

The Ridgeway School
Moorland Road, Plympton, Plymouth PL7 3BH (Roll 1,208)
Scale 4 – Head of Mathematics
Required September 1984 experienced graduate to lead a team of eight mathematicians in a department offering courses to A level. Closing date 9th March 1984.

Exmouth Community (11–18 years Comprehensive) College
Gipsy Lane, Exmouth EX8 3AF (Roll 2,468)
Scale 3 – Counsellor
Required September 1984. This post will involve some teaching, counselling of individuals, with some group counselling and some timetabled involvement in the pastoral curriculum of the school. The post involves leadership and support of colleagues in pastoral work. Closing date 9th March 1984.

Braunton School and Community College
Barton Lane, Braunton EX33 2BP (Roll 801)
Scale 3 – Craft Design and Technology
Required April 1984 or as soon as possible thereafter. A person of imagination, skill and organising ability is sought for this vital area. Experience in micro-electronics control and modular technology would be an asset. Teaching to O level and CSE, commissioning a new technology workshop, linking with other departments and initiating new courses would be included. Closing date 9th March 1984.

Ilfracombe School and Community College
Worth Road, Ilfracombe EX34 9JB (Roll 1,462)
Scale 2 – Biology
Required for September 1984 to take charge of Biology within a thriving science department. Teaching to A level essential. Closing date 9th March 1984.

Exeter TVEI Pilot Project – Exeter St. Peter's C. of E. (Aided) High School
Southam, Exeter EX2 5AP (Roll 1,261)
Scale 1
Required September 1984 a teacher able to offer a combination of Drama/Performing Arts and either English or another relevant subject. The post is a permanent appointment under the joint Devon County Council/MSC TVEI Pilot Project. The successful applicant will have the opportunity of direct involvement in the pilot project as well as teaching in other appropriate areas of the curriculum. Closing date 9th March 1984.

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SCALE POSTS SPECIAL

Exeter Southbrook School
Bishop Westall Road, Exeter EX2 7JB (Roll 164)
Scale 2(8) – Home Economics
Required April 1984 or as soon as possible thereafter at this school for children with moderate learning difficulties. The person appointed will be expected to work in close co-operation with teachers of other subjects. Closing date 9th March 1984. (6087)

DEVON

SECONDARY MATHEMATICS
continued

BARNET
(LONDON BOROUGH)
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, North Finchley, N12 8TA
01-445 0105
V.A. Boys' Comprehensive. 11 - 18. Roll 860. Sixth Form 163
Required SEPTEMBER, 1984, or earlier if available, teacher of COMPUTER STUDIES/MATHEMATICS. Applications are welcomed from teachers with strong academic qualifications to develop computing throughout school and to make major contribution in Mathematics department. Head of Department post may be available for suitably experienced candidate. Practising Roman Catholic preferred. Scale 2/3 dependent upon experience.

WHITEFIELD SCHOOL
Claremont Road, Hendon, NW2
01-445 4114
Mixed Comprehensive. Roll 746. Sixth Form 134
Required SEPTEMBER, 1984, or earlier if available, teacher of MATHEMATICS to join lively and successful department. Whitefield is testing school for new SMP "11 - 16" scheme. Person appointed would be expected to fully participate in the scheme's assessment. An interest in Statistics, Computer Studies or Low Attainers in Mathematics an advantage. Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher at the respective school with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (54645) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SOUTH BOROUGH GIRLS' SCHOOL
Loose Road, Maidstone ME15 6TL
Required April 1984 Teacher of Mathematics, Scale 2 possible for experienced teacher. The subject is taught to CSE and O Level. This is a readvertisement, all previous applicants will be reconsidered.
Applications with curriculum vitae and names of two professional referees to the Head Teacher. (57103) 133420

Scale 1 Posts

BARNET
(LONDON BOROUGH)
CHRIST'S COLLEGE
Hendon Lane, Finchley, N3 1SA
01-346 1607
Boys. Roll 920. Sixth Form 170
Required SEPTEMBER 1984, or earlier if available, teacher of MATHEMATICS throughout the school to 'A'-level in lively and energetic department. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Further details available on request.
Director of Educational Services. (54646) 133422

BEDFORDSHIRE
SOUTHERN AREA
CHALLNEY BOYS' HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Headmaster: S.H. Hamilton-Fox, M.A.
Required for April 1984, temporary for one term, a teacher of Mathematics to 'O' level standard: Scale 1.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57708) 133422

BEDFORDSHIRE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hallend Road, Wootton, Bedfordshire
Headmaster Mr S. Clews
Tel: Bedford 767123
13 - 18 Co-educational Comprehensive Upper School, 970 approx. on roll
Required for September 1984, a teacher of Mathematics. Scale one, for this rural Upper School.
S.M.P. materials are used and courses have been developed to CSE, 'O' and 'A' level in Mathematics, further Mathematics and Computer Studies.
While opportunities for teaching 'O' Level and CSE Mathematics exist at present there will be developing opportunities for 'A' level teaching in the future.
Application forms and further details from the Headmaster, sae please. (54699) 133422

CUMBRIA
COUNTY COUNCIL
TRINITY SCHOOL
Carlisle CA1 1JB
(10 f.e. V.C. Comp. 1700 boys and girls: 200 in sixth form)
Required for September 1984 (or earlier if available) an enthusiastic and well qualified teacher of Mathematics (Scale 1). Willing and able to teach at all levels in the school.
Further details and application forms from the Head at the school. Closing date for application 9.3.1984. (SAE please). (54631) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7DS
Required as soon as possible, Scale 1 teacher of MATHEMATICS. An interest in computing is desirable though not essential. Good modern facilities. A permanent or temporary appointment until the end of the Summer Term 1984.
London Allowance, £645.
Application forms (foolscap SAE) obtainable from the Headteacher, at the School, to be returned as soon as possible. (54451) 133422

ESSEX
THE KING EDMUND SCHOOL
(Roll 1260)
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
TEACHER OF MATHEMATICS, Scale 1
Required for September 1984 to work in successful department. Some possibility of examination work.

THE NOTLEY HIGH SCHOOL
(Roll 1150)
Notley Road, Braintree CM7 8JX
Tel: 0376 23601
TEACHER OF MATHEMATICS, Scale 1
Required for Summer Term only, qualified teacher to teach throughout age and ability range.
Curriculum vitae and names of two referees to Headteacher concerned at school as soon as possible (foolscap s.a.e. please). (54088) 133422

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
Require a well qualified Mathematics Graduate.
See advertisement in Independent Sector. (54028) 133422

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.J.B. Constable
No. on Roll: 925
MATHEMATICS post (Scale 1) for September, 1984, or earlier if suitable applicant available.
The post would be suitable for a beginner or someone with some experience who wishes for an opportunity to work within a Sixth Form College where 'A' level Computer Science and/or teaching to 'A' level within the Technical Studies Department may be available to an interested applicant.
Application forms may be obtained from the Principal at the College to whom completed forms should be returned no later than 5th March, 1984 (f.s.a.e. please). (54628) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
ANGLEY HIGH SCHOOL
Cranbrook, Kent
Roll 1020 (mixed)
Required for Summer Term 1984 Scale 1 - Specialist MATHEMATICS teacher to join a large department running courses to C.S.E. and 'O' level.
Visits welcome.
Applications by letter, including the names and addresses of two professional referees, should reach the Headmaster as soon as possible. (57105) 133422

LONDON
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
This is a voluntary-aided school in the trusteeship of the Fathers of the Oratory. There are 1080 boys and 70 girls on roll, including over 250 in the sixth form. Girls are only admitted to the sixth form.
REQUIRED FOR APRIL OR SEPTEMBER Teacher of Mathematics, Scale 1.
Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster. (54405) 133422

LONDON
THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, London N16 5RS
Tel: 01-800 7411
Required in April a full time qualified Mathematics Teacher (Scale 1) to share the work throughout the school. Opportunity for 'A' Level work for a suitable candidate.
Please telephone for further details.
Apply by letter to the Headmistress enclosing any recent testimonials and names of two referees. (65579) 133422

NORTHAMPTONSHIRE
KETTERING BOYS' SCHOOL
Windmill Avenue, Kettering, Northants. NN15 6PH
800 boys aged 11 - 18
TEACHER OF MATHEMATICS AND PHYSICS Scale 1 required for 30th April to teach to CSE level in this all boys school with two strong and successful departments.
Application by letter giving full curriculum vitae and the names of two referees to the Headmaster. (54617) 133422

NORTHAMPTONSHIRE
THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF
REQUIRED FOR SEPTEMBER 1984. An enthusiastic and well qualified TEACHER OF MATHEMATICS (Scale 1) who will be able to contribute to the teaching of this subject at all levels up to and including 'A' level Further Mathematics. There is considerable strength in mathematics in the school, and this new appointment is seen as a major development in the expansion of the department. The school has a positive approach to curriculum development, and there are close links established between Mathematics, Science, Technology and Computing in the school. Involvement in at least one of these areas would be welcomed.
Thomas Becket Upper School is a co-educational (13 - 18) comprehensive school of 870 pupils, with a sixth form of 170.
Further details of this post, and an application form are available from the Headmaster (SAE please). (54616) 133422

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancs. OL8 4BX
(Tel: 061-624 2523)
(500 girls, 110 in Sixth Form)
Required for September an experienced graduate to teach MATHEMATICS throughout the school to Advanced and university entrance level. Salary Burnham Scale according to age and experience. [illegible]

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
(Tel: 0686 26304)
Mixed Comprehensive in pleasant rural setting
11 - 18. 1200 pupils
Required for September 1984, a Scale 1 Assistant Teacher of Mathematics in Forms 1 to 5 to teach in a supportive department. (Ref: 778).
Further particulars and application forms from the Headmaster, High School, Newtown, Powys SY16 1JE. (s.a.e. foolscap please) to whom completed forms should be returned by Tuesday 6th March. (65184) 133422

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
TIVIDALE COMPREHENSIVE SCHOOL
(11 - 18 Comprehensive)
Required for April 1984, MATHEMATICS - Scale 1. Temporary post. Ability to offer music an advantage.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Lower City Road, Tividale, Warley, West Midlands.
Canvassing of members of the authority will disqualify. An equal opportunity employer. (54060) 133422

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE SCHOOL
Worcester Road, Shrewsbury SY1 3LP
11 - 16 mixed comprehensive
Required for Easter/September 1984, Scale 1 teacher of Maths able to offer this and Computer Studies to 'O' level. Willing to participate in C.S.E. Mode 3 and Modular Maths.
Application forms and further details available from the Head (SAE). (65246) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
NORTON CANES COMPREHENSIVE SCHOOL
Burntwood Road, Norton Canes, Cannock WS11 3SP
Required for September, 1984 a well qualified MATHEMATICS specialist to teach the subject to public examination level. This is a Scale 1 appointment.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (54613) 133422

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
West Ewell
(12 - 18 Mixed Comp. N.O.R. 790, inc. 100 Sixth Form)
MATHEMATICS Scale 1 teacher required September 1984. Ideal for student completing training this Summer. Courses to A level.
Contact Head Tel: 01-397 0671. (54416) 133422

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
KETTLETHORPE HIGH SCHOOL
Wakefield
(13 - 16) Mixed Comprehensive
(1000 on roll)
Required September 1984 a Scale 1 TEACHER OF MATHEMATICS. To teach all ability levels across the full three years span of this mixed 13 - 16 comprehensive school.
Application forms available, (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (54653) 133422

Modern Languages

Heads of Department

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53237) 133618

Scale 2 Posts and above

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Boys Grammar School, 930 pupils, 310 in VIth Form
Required for September, 1984 a modern linguist to teach at least one language, preferably German, throughout the School, to University entrance level. A Scale 2 post is available for a suitable candidate but newcomers to the profession should not be deterred from applying. Both a lively interest in literature and a willingness to take an active part in promoting language outside the classroom are sought. Applicants should also indicate other areas where they would be prepared to help.
Application forms and further details are available from the Headmaster on receipt of a s.a.e. Closing date for applications FRIDAY, 9TH MARCH. (65562) 133620

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. [illegible]

EDUCATION SERVICE

TEMPORARY SUPPLY TEACHERS REQUIRED IMMEDIATELY

Qualified Teachers required for full-time or part-time temporary supply work in Nursery, Primary, Secondary and Special Schools.

Applications are invited from teachers with previous successful experience in U.K. or abroad; applications will be particularly welcomed from candidates with experience in the following subject areas:

- Mathematics
- Science
- Home Economics
- Business Studies
- Technical Studies

The current daily rate of pay is between £32.45 and £52.39 according to qualifications and experience. Please telephone 01-881 3000 (ext. 3146) for application form, or write (s.a.e.) to The Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY

(9073)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Headmaster: D. Fone, B.Sc.
Required for September 1984, an Honours Graduate in German, Scale 1, to assist in teaching courses leading to 'A', 'O' and C.S.E. level. The successful candidate will be required to teach a second subject.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57707) 133622

BEDFORDSHIRE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton, Beds.
Headmaster: B. Round, B.A.
Required for September 1984, a teacher of Spanish and French, Scale 1. Courses to GCE 'O' level and CSE; the successful candidate will work with the whole age and ability range.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57701) 133622

BUCKINGHAMSHIRE
BRADWELL VILLAGE COUNTY COMBINED SCHOOL
Grafton Street, Bradwell, Milton Keynes MK13 9AZ
Required from February 27th 1984 until August 1984 a teacher for a group of 3/4th year middle school children to offer some French. Scale 1.
Applications by letter to the Headteacher, Mr. T.A. Day, giving full curriculum vitae and the names, addresses and telephone numbers of two referees. (54419) 133622

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
Boys Grammar School. 930 pupils, 310 in VIth Form
Required for September, 1984 a modern linguist to teach at least one language, preferably German, throughout the School, to University entrance level. A Scale 2 post is available for a suitable candidate but newcomers to the profession should not be deterred from applying. Both a lively interest in literature and a willingness to take an active part in promoting language outside the classroom are sought. Applicants should also indicate other areas where they would be prepared to help.
Application forms and further details are available from the Headmaster on receipt of a s.a.e. Closing date for applications FRIDAY, 9TH MARCH. (65561) 133622

ESSEX
THE NOTLEY HIGH SCHOOL
Notley Road, Braintree CM7 8JX
(Roll 1150)
Tel: 0376 23601
TEACHER OF MODERN LANGUAGES, Scale 1
Required for Summer Term only, qualified teacher of French and German to teach throughout age and ability range.
Curriculum vitae and names of two referees to Headteacher by Monday 5th March (foolscap s.a.e. please). (54079) 133622

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
Requires a FRENCH teacher. See advertisement in Independent Section. East Dulwich Grove, London SE22 8TE Tel: 01-693 2064. (54676) 133622

OXFORDSHIRE
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
Required for the Summer and Autumn Terms 1984, a temporary full time teacher of German.
Further details available.
Apply with full details as soon as possible to the Principal. SAE please. (54367) 133622

SURREY
EDUCATION COMMITTEE
ABBOTSFIELD SCHOOL
Ashford
(12 - 16 Mixed Comp.)
TEMPORARY FRENCH Scale 1 teacher required April 1984 for Summer Term. To teach up to CSE and O level.
Contact Head Tel: Ashford 43824. (54691) 133622

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
West Ewell
(12 - 18 mixed comp. NOR 710, inc. 100 sixth form)
Scale 1 MODERN LANGUAGES (FRENCH with a second language) teacher required September 1984. Ideal for student completing training this Summer.
Contact Head Tel: 01-397 0671.

TOMLINSCOTE SCHOOL
Frimley
(12 - 18 mixed comp. NOR. 1231, inc. 208 sixth form)
GERMAN Scale 1 teacher required Summer Term 1984. Teach to A level with junior FRENCH and O level SPANISH.
Contact Head Tel: Camberley 28768. (54418) 133622

SURREY
CHINTHURST SCHOOL
Tadworth
For details of French vacancy for September 1984 see under Preparatory Schools. (54350) 133622

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53239) 133622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
SMESTOW SCHOOL
FRENCH SCALE 1
Temporary full time Teacher required for the Summer Term only to teach pupils of varying ability up to Fourth Year level.
This mixed comprehensive school of some 920 pupils, is pleasantly situated on the western boundary of the borough.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (54037) 133622

METROPOLITAN BOROUGH OF Rochdale
Education Department

AN EQUAL OPPORTUNITY EMPLOYER

Brimrod Nursery School (3–4)
Finsbury Street
Rochdale OL11 4NB — Tel: Rochdale 44056
EXPERIENCED NURSERY (SCALE 1)
For this Nursery School with two semi-independent units. The person appointed will be responsible for the day to day running of one unit with two NNEB Assistants. An ability to play the piano is most desirable.
Application forms are, on receipt of s.a.e, available from the Chief Education Officer, Education Department, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and returned to Brimrod Nursery School by 12th March 1984.

Greenhill Upper School (13–18)
Falinge Road
Rochdale OL12 6LD — Tel: Rochdale 31246
Required for September 1984
THIRD DEPUTY HEADTEACHER
For this Group 11 School. The Third Deputy has particular responsibility for the development and welfare of female members of the school, staff and students. The successful applicant would need to have proven ability in administrative and secondary education. Every encouragement would be offered for initiative and enterprise.
Application forms and further particulars are available on receipt of a foolscap stamped addressed envelope from the Headteacher at the school to whom they should be returned on completion not later than 16th March 1984.

Birtle View ESN (S) School
George Street
Heywood OL10 4PW — Tel: Heywood 68621
(SCALE 1)
Required as soon as possible an enthusiastic, committed teacher (Scale 1) for a small mixed class of 5–9 year old children with severe learning difficulties. Special school experience and/or specialist qualification essential.
Interested teachers may arrange to visit the school by contacting the Headteacher (Mrs Milburn).
Application forms available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Officer, Education Department, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and returned to the Headteacher by 12th March 1984.

SECONDARY EDUCATION
continued

Music

Heads of Department

BOLTON
METROPOLITAN BOROUGH
WESTHOUGHTON HIGH SCHOOL
Bolton Road, Westhoughton BL5 3BZ
(11 - 18)
HEAD OF INTERPRETATIVE ARTS MUSIC/DRAMA SCALE 3
Suitably qualified and experienced teacher required from 1st August 1984. Further details available.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 7th March 1984. (54625) 133818

HAMPSHIRE
Please see Other than by Subject section. (54190) 133818

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
ST DOMINIC'S COMPREHENSIVE SCHOOL
Lordens Road, Huyton, Merseyside L14 8UL
(655 Boys and Girls, 11 - 18 years, SPA payable)
RE-ADVERTISEMENT
Previous applicants need not reapply.
Required for Summer Term 1984: SCALE 3 Head of Music. A suitably qualified and experienced person to organise the teaching of the subject throughout the school.
For application forms send s.a.e. to the Rt. Rev. Monsignor P. Whitty, St Dominic's Presbytery, Southdean Road, Liverpool L14 8UL, to whom completed forms should be returned within the next 14 days. (54162) 133818

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
WILLINGTON HIGH SCHOOL
(13 - 18)
Churchill Street, Wallsend, NE28 7TN
Headteacher: Mr. D.A. Rennet B.A.
Required for 1st September 1984 or such earlier date as may be arranged.
Scale 2 HEAD OF MUSIC. Opportunity for an enthusiastic teacher committed to sound classroom teaching as a basis for continuing the range of established activities. C.S.E. and G.C.E. courses available.
Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (65573) 133818

WARWICKSHIRE
HIGHAM LANE SCHOOL
Higham Lane, Nuneaton CV10 0BJ
Required from 29th August, 1984, Head of Music, Scale 3, to sustain and develop a highly successful and influential department. An interest in the extension of both instrumental and choral work out-of-school hours is essential as is the ability to encourage good musicianship in general class work through both theory and practical music-making.
Application form and further details available from the Head at the school, and should be returned by 20th March, 1984. (54641) 133818

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. BOTOLPH'S C.E. AIDED PRIMARY SCHOOL
Dover Road, Northfleet DA11 9PL
Required for September, 1984, a Teacher for Juniors, Scale 2, for Music plus other suitable curriculum strengths. Communicant member of the Church of England.
Write or telephone for full details to the Headmaster at the school. Closing date 23rd March, 1984.
Tel: Gravesend 65737.

SWALE DIVISION
FULSTON MANOR SCHOOL
Brenchley Road, Sittingbourne
Required from Summer/Autumn Terms teacher of Music (Scale 2) to take responsibility for the subject throughout the school, following promotion of the present holder of the post. There is a wide range of musical activities and the subject is taught to all levels.
Applications by letter together with curriculum vitae and names and addresses of two referees to the Headmaster from whom further particulars are available [illegible] 133820

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Ashby Road, Daventry, Northants. NN11 5QE
REQUIRED FOR SEPTEMBER 1984: TEACHER OF MUSIC (SCALE 2).
This is a co-educational Comprehensive School (age-range 11 - 18) serving mainly the villages to the North and West of Daventry, together with an adjacent part of the town. Founded 17 years ago, it stands at the moment on two sites, but a programme of building and refurbishing is due to begin in April 1984: the unified School will contain a new Music Suite of admirable design and finish. The number on roll will be about 870 in September, including nearly 100 in the Sixth Form.
Applications are invited from well qualified and experienced teachers of proven classroom worth who would be keen to build up orchestral work within the School.
Application forms and further details from the Headmaster (SAE please). (54610) 133820

SANDWELL
METROPOLITAN BOROUGH OF SANDWLL
INSTRUMENTAL MUSIC TEAM
Required for September 1984, full-time Violin/Viola Teachers - Scale 1/2 posts.
Required to teach both violin and viola in primary and secondary schools. Experience of contemporary teaching methods (including Suzuki work) could be a real advantage.
Group tuition is encouraged and there is a thriving tradition of instrumental provision. The post will include involvement with the Saturday Music Centre activities and could offer the opportunity for playing with Staff orchestras.
Application forms and further details are available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG. Closing date 6th March 1984.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (54057) 133820

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
BRIGHOUSE GIRLS' GRAMMAR SCHOOL
Halifax Road, Brighouse HD6 1AY
Required from March to December 1984 a temporary teacher of MUSIC (Scale 1).
Ability to teach Art or R.E. would be an advantage.
Letters of application to the Headteacher by 8th March 1984 giving full details of qualifications and experience, and names and addresses of two referees. (54485) 133822

Pastoral

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Headmaster: D. Fone, B.Sc.
Required for September 1984, a well qualified and experienced teacher to be Head of House Scale 4. The school has a strong pastoral system based on four Houses of vertical structure each with eight tutor groups of about 25 pupils aged 13 - 16. Sixth Form students remain within their Houses but are under the general direction of the Head of Sixth Form. The vacancy arises following the promotion of the present holder to a Deputy Headship. An enthusiastic and imaginative leader is sought to continue and develop the fine tradition of pastoral care which exists.
Application forms and further details obtainable from and returnable to the Headmaster at the school (s.a.e. please). (57709) 134018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. GEORGE'S C.E. SCHOOL
Meadow Road, Gravesend DA11 7LS
A voluntary, mixed, all-ability, 6 F.E. 11 - 18 School 135 pupils in the Sixth Form
Headmaster: Keith Blackburn
Required for September 1984, a Head of 2nd and 3rd Years (Scale 4) to lead a team of tutors in the care and welfare of pupils and to develop a programme to foster personal and social development.
Applications will be welcome from those who are abreast with current thinking and practice in these aspects of the School's work.
Further particulars are available from the Headmaster (S.A.E. please).
Closing date 16th March 1984. (57114) 134018

Physical Education

Scale 2 Posts and above

OXFORDSHIRE
COUNTY COUNCIL
DRAYTON SCHOOL
Drayton Road, Banbury OX16 0UD
Group 11, (11 - 16 Comprehensive) 1,030 roll
Required from Easter 1984, a Head of Girls PHYSICAL EDUCATION (Scale 2). Ability and willingness to offer one other teaching subject a strong recommendation.
Apply by letter to the Headteacher giving full particulars of training qualifications and experience, and names of two referees (S.A.E. please). (54497) 134220

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
(0686 26304)
Mixed Comprehensive in pleasant rural setting
11 - 18. 1200 pupils
Required for September 1984, a Scale 11 Assistant Teacher to be in charge of Girls Physical Education. (Ref: 777).
Further particulars and application forms from the Head Teacher, High Street, Newtown, Powys SY16 1JE. (s.a.e. foolscap please) to whom completed forms should be returned by Tuesday 6th March. (65185) 134220

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH
THE DORMSTON SCHOOL
Millbank, Sedgley, Dudley, West Midlands
13 - 16 Co-ed. Comp. Group 10. 720 on Roll
For September, ASSISTANT TEACHER of OUTDOOR PURSUITS, Duke of Edinburgh Award scheme for boys, with some games and P.E. (Scale 1) for this popular expanding school which has a proven record of academic success and serves a residential area in north of Borough.
Details/application forms (s.a.e. please) from and returnable to Headteacher (Tel: Sedgley 2188).
Closing date 9th March. (54287) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Required for March 5th 1984, teacher for GIRLS' PHYSICAL EDUCATION (Scale 1).
Very good facilities available, including Sports Hall, flood-lit weather sports area, and adjoining sports field and courts. This is a temporary post covering maternity leave. Substantial additional allowances.
London Allowance, £645.
Apply by letter with curriculum vitae giving names, addresses and telephone numbers of two referees to the Head Teacher at the School as soon as possible. (54183) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
THE AMBROSE FLEMING SCHOOL
The Ride, Enfield, EN3 7DS
(11 - 18 Mixed Comprehensive) Roll 1100
Required as soon as possible temporary GIRLS' PHYSICAL EDUCATION teacher (Scale 1) until the end of the academic year.
London Allowance, £645.
Application forms (foolscap SAE) obtainable from the Headmaster at the School, to be returned as soon as possible. (54484) 134222

ESSEX
THE APPLETON COMPREHENSIVE SCHOOL
Croft Road, Benfleet
(Roll 1650)
Tel: South Benfleet 4215
TEACHER OF PHYSICAL EDUCATION (TEMPORARY), Scale 1
Required Summer Term. Vacancy caused by maternity leave. Excellent departmental facilities.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (54078) 134222

HERTFORDSHIRE
BOWES LYON HIGH SCHOOL
Bedford Road, Hitchin, Herts. SG5 3UR
Co-educational Group 10
A qualified teacher of Boys' P.E. & Games (Scale 1) is required for the Summer Term commencing 1st May 1984. This is a full-time temporary post for one term only.
The school has a thriving P.E. Department and during the Summer Term athletics, cricket and tennis provide the main games teaching and coaching. The person appointed will be offered a full part in the activities of the department.
Letters of application (no forms) with curriculum vitae and names of two referees, should be sent to the Headmaster at the school as soon as possible, with s.a.e. for a reply. (54694) 134222

HUMBERSIDE
EDUCATION COMMITTEE
Grimsby Division
HAVELOCK SCHOOL
Holyoake Road, Grimsby
Required from 30th April 1984: TEMPORARY TEACHER OF GIRLS' P.E. in this 13 - 18 Comprehensive School.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (65568) 134222

NORTHAMPTONSHIRE
PRINCE WILLIAM UPPER SCHOOL
Herne Road, Oundle, Peterborough PE8 4BS
REQUIRED FOR SEPTEMBER a TEACHER OF PHYSICAL EDUCATION AND DANCE (Scale 1) in this 13 - 18 co-educational Upper School set in pleasant rural surroundings.
The successful candidate will take part in the general PE and Games programme, mainly for girls, and will be expected to develop a Dance programme throughout the school in a new Performing Arts section of the Department.
There are a Sports Hall, Gymnasium, Hall, Tennis Courts and games pitches on site.
Apply to the Headmaster for further details and application form (SAE please). (54619) 134222

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited for suitably qualified teachers for the following posts:-
QUEEN ELIZABETH'S BOYS UPPER SCHOOL
150, Chesterfield Road South, Mansfield, Notts. NG19 7AP
Headmaster: J.R.M. Satchell
Boys: 520 (13 - 18)
For Easter.
Temporary Teacher (Scale 1) of Physical Education.
Please state subsidiary subject. One term appointment.
Experienced teacher preferred. Applicants able to offer part time hours only will be considered.
Application forms and further details available (SAE) form the Headmaster at the school. (57193) 134222

SUFFOLK
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18: 1,200 on roll)
Required for the Summer Term, 1984, to replace a member of staff on maternity leave, Teacher of GIRLS' PHYSICAL EDUCATION (Scale 1). Experience in Educational Dance would be a recommendation. (54144) 134222

SUFFOLK
STOWUPLAND HIGH SCHOOL
Church Road, Stowupland, Nr. Stowmarket
(Mixed comprehensive 13 - 18: 750 on roll)
Required for September, 1984, a teacher of BOYS' PHYSICAL EDUCATION (Scale 1).
Closing date: 9th March, 1984.
Forms and further details are available from the Head Teacher at the School (s.a.e. please) to whom they should be returned. (57929) 134222

SURREY
EDUCATION COMMITTEE
OXTED COUNTY
Bluehouse Lane, Oxted
(12 - 18 Mixed Comp. NOR 1430, inc. 230 Sixth Form)
PE Scale 1 teacher required September 1984. To teach GIRLS PE across age range. Excellent facilities inc. Swimming Pool; Sports Hall etc.
Application forms and further details from Head (SAE please). (54420) 134222

Religious Education

Heads of Department

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
Requires a Head of Religious Education.
See advertisement in Independent Section. (54677) 134418

Scale 1 Posts

OXFORDSHIRE
COUNTY COUNCIL
GILLOTTS SCHOOL
Gillotts Lane, Henley on Thames RG9 1PS
Group 11. (11 - 16) Roll: 1014
Required from Summer Term for four terms, a temporary teacher of RELIGIOUS EDUCATION to teach up to O.C.E. 'O' level.
Apply by letter (no forms) giving curriculum vitae and naming two educational referees to the Headteacher from whom further details are available. (S.A.E. please). (54471) 134422

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY

HUISH EPISCOPI SCHOOL, LANGPORT
(11–16 mixed comprehensive, 1,150)
For September 1984, experienced teacher of GEOGRAPHY, Scale 2. To act as Second in the Department. Graduate preferred. To assist in further development of Schools Councils 14–18 Geography Project work within the Department, and to take responsibilities for areas of field work.
Applicants should apply by letter to the Head at the school, including full curriculum vitae and names of two professional referees. SAE for further particulars of school, post and detailed job description.

ST AUGUSTINE OF CANTERBURY SCHOOL, PRIORSWOOD, TAUNTON
(11–16 mixed comprehensive, 790. A joint Church of England–Roman Catholic V.A. School)
For September 1984:-
I. Teacher of MATHEMATICS, Scale 1. To teach across the full ability range. Temporary appointment for one year – due to secondment.
II. Teacher of ENGLISH and DRAMA, Scale 1, to teach across the whole age and ability range. Temporary appointment for one year in the first instance.
Closing date 5th March 1984.

SYDENHAM SCHOOL, BRIDGWATER
(11–16 mixed comprehensive, 982)
For September 1984, experienced teacher to become HEAD OF ECONOMICS, Scale 2. Working knowledge of needlework and childcare courses to 'O' level – as well as home economics – an advantage as are tutorial skills. The Department is thriving and well established in the school.
Applications by letter to the Head at the school, enclosing curriculum vitae and names of two referees.
Closing date 9th March 1984.

COURT FIELDS SCHOOL, WELLINGTON
(11–16 mixed comprehensive, 800)
For September 1984, teacher of FRENCH, Scale 1. To teach up to CSE and 'O' level. Assistance with German would be helpful, but not essential. Temporary appointment for one year.
Closing date 5th March 1984.

PRIMARY

CATCOTT COUNTY PRIMARY, CATCOTT nr BRIDGWATER
(178) For May 1984. Teacher for TOP INFANTS/FIRST YEAR JUNIOR class. Temporary appointment – until August 1985.
Closing date 5th March 1984. (9027)

BRYNHYFRYD SCHOOL, Ruthin
(1,070 pupils)
Required for September 1984:
HEAD – GROUP XI
The Headship of this 11–18 comprehensive school, serving the rural, bilingual area of the southern Vale of Clwyd, falls vacant because of the retirement of the present incumbent.
Applicants for this post should be fluently bilingual in English and Welsh.
Application forms and further details may be obtained from the under-signed, to whom completed forms should be returned by 9th March. (Please enclose a stamped addressed envelope).

YSGOL BRYNHYFRYD, Rhuthun
(1,070 disgybl)
Yn eisiau ar gyfer Medi 1984:
PENNAETH – GRŴP XI
Daw swydd Pennaeth yr ysgol hon yn wag oherwydd ymddeoliad y Pennaeth presennol. Ysgol Gyfun 11–18 oed yw hi, yn gwasanaethu ardal wledig, dwyieithog, deheol Dyffryn Clwyd.
Dylai ceiswyr am y swydd fod yn rhugl ddwyieithog mewn Cymraeg a Saesneg.
Gellir cael manylion pellach a cheisiadau oddi wrth yr un a enwir isod, a dylid eu dychwelyd iddo erbyn Mawrth 9fed. (Dylid amgáu amlen wedi'i chyfeirio A'i stampio)

JOHN HOWARD DAVIES
Director of Education,
Shire Hall,
MOLD
15.2.84

CLWYD COUNTY COUNCIL

SECONDARY EDUCATION
continued

Science

Heads of Department

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Aylesbury End, Beaconsfield
Head: W.W. Davies, B.A.,
No. on Roll: 630
Required for September 1984 a well-qualified and experienced HEAD OF SCIENCE (Scale 4). This is a five-form entry Secondary Modern School with a small Sixth. Courses are well-established to 'O' Level and CSE in Physics, Chemistry and Biology with a CSE Mode 3 Science at Work Course for those following City & Guilds Foundation Courses. Integrated Science is taught in the lower school.
For further information and an application form please write to the Headmaster at the school enclosing SAE. (57130) 134818

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
SIR ROGER MANWOOD'S SCHOOL
Sandwick, Kent CT13 9JX
Voluntary Controlled Mixed Grammar School 11 - 18
500 pupils. Sixth Form 140. (Approximately 100 boarders)
Required for SEPTEMBER 1984 a Head of Chemistry, Scale 3, to organise and teach Chemistry throughout the school to University entrance level.
For bachelor candidates the opportunity exists to have free board and lodging in return for resident house duties.
Interest in rugby coaching an advantage.
Application forms/details (foolscap s.a.e.) from the Headmaster, returnable as soon as possible. (57107) 134818

Scale 2 Posts and above

BROMLEY

LONDON BOROUGH OF BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ
Tel: 01-650 8694
Number on Roll: 937 Sixth Form 100
PHYSICS (Scale 2)
Required for September 1984, teacher of Physics to be 2nd in Department and help develop technology and links with Design Dept. for possible T.V.E.I. scheme. Large, active Science Department with well established courses 'A', 'O', and C.S.E. level in major Sciences, Technology and Electronics.
Excellent ancillary support and equipment. The school operates with 2 local girls' schools and a number of courses are likely to be co-educational. Applications for appointment to the post as a Scale 1 teacher also considered. Outer London Area Allowance payable.
Please send large s.a.e. for application form and details. Completed forms should be [illegible] to the Headmaster by 13th March, 1984. (54654) 134820

CAMBRIDGESHIRE

THE KING'S SCHOOL
Please see under Scale 1. (54671) 134820

DEVON

Please see displayed advertisement on Page 53. 134820

DUDLEY
METROPOLITAN BOROUGH

THE HIGH ARCAL SCHOOL
High Arcal Drive, Sedgley, Dudley, West Midlands

12 - 18 Co-ed. Comp. Group 11

For September, graduate teacher to be second in Dept. (Scale 2) with special responsibility for developing and promoting links with newly formed Department of INFORMATION TECHNOLOGY.

Applicants should have experience in the teaching of PHYSICS at all levels including G.C.E. Advanced level (there is a large Physics Sixth Form) and an interest in Electronics and Microtechnology.

Further details and application forms from and returnable to Headmaster. Closing date 9th March.

THE DORMSTON SCHOOL
Millbank, Sedgley, Dudley, West Midlands

12 - 16 Co-ed. Comp. Group 10. 720 on roll

For September, ASSISTANT TEACHER OF PHYSICS AND ELECTRONICS (Scale I or II) for this popular expanding school which has proven record of academic success and serves a residential area in north of Borough.

A well qualified teacher able to teach physics and Electronics to 'O' level. An advantage to be able to teach Technology to 'O' level. Enthusiast with ideas and drive who can make the most of a new purpose built Electronics room which is to be set up is sought.

Details/Application forms (s.a.e. please) from and returnable to Headteacher (Tel: Sedgley 2188). Closing date 9th March. (54288) 134820

ESSEX

WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS
(Roll 860; 250 in Sixth Form)
Tel: Southend 76036
TEACHER OF CHEMISTRY, Scale 2
Required April or September, experienced Chemist to teach to Oxbridge level and to join enthusiastic department.
Apply by letter to the Headteacher giving full curriculum vitae and names and addresses of two referees (foolscap s.a.e. please). (54077) 134820

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: F.A. Keye
Number on roll: 1060
SECOND-IN-CHARGE OF SCIENCE DEPARTMENT (Biology) Scale 3
Required September 1984.
An experienced and well qualified teacher is required as Second-in-charge of the Science Department with special responsibility for Biology throughout the school. The successful candidate will join a large, well organised department and have opportunities to make a large contribution to developments in science education in the school. They will also be expected to maintain and develop successful Biology teaching up to 'A' level.
Visits welcome. 01-471 2415.
London Allowance: £987.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 6th March 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD. (54601) 134820

OXFORDSHIRE

COUNTY COUNCIL
THE ICKNIELD SCHOOL
Love Lane, Watlington
Group 10
Age 11 - 16. Roll 920
Required from September 1984 for one year only initially due to secondment, a temporary teacher (Scale 2) to take RESPONSIBILITY FOR BIOLOGY and who is committed to science education as a whole, seeing biology in the context of a balanced science curriculum. Enthusiasm for ecology and field work an advantage, as will a willingness to teach outside the specialist subject. The school is also a Centre for Community Education.
Apply by letter giving full curriculum vitae and the names of two educational referees, to the Headteacher as soon as possible. SAE please. (54498) 134820

Scale 1 Posts

AVON COUNTY

BROADOAK SCHOOL
Broadoak Road, Weston-super-Mare BS23 4NP

(1550 mixed, 350 in 6th Form)

Teacher of Chemistry required in September (Scale 1).

Further details from and letters of application to, the Headteacher immediately, giving full details of qualification, experience and names of two referees, enclosing sae.

Avon is an equal opportunities employer. (54473) 134822

BARNSLEY
METROPOLITAN BOROUGH COUNCIL

PRIORY SCHOOL
Littleworth Lane, Lundwood, Barnsley S71 5RG

(11 - 16 Mixed Comprehensive - No. on Roll 930)

Headteacher: Mr. D.A.L. Every, B.A., M.Ed., F.R.G.S.

Required for September 1984.

1. TEACHER OF PHYSICS (Scale 1).

A well qualified candidate is sought to assist with the teaching of Physics up to examination level, to possibly share in the development of 'O' level Electronics and to participate in the development of computer usage in the department.

2. TEACHER OF SCIENCE (Scale 1).

To join a department which employs modern techniques in the teaching of the sciences and prepares pupils for external examination at CSE, GCE Ordinary and 16+ levels in Biology, Chemistry, General Science and Physics. Some TEC Technician Studies Units are also taught.

Strong curriculum links with other departments and the local College of Technology have resulted in the promotion of City and Guilds Foundation Courses in Engineering, Food Industries and Community Care and OCE 'O' level courses in Control and Modular Technology to which the department makes significant contribution.

The School is involved in TVEI scientific and technological developments and CBL activities are of much interest and encouraged.

Applications from newcomers to the profession who can contribute to some of the above curricular areas are welcome.

Further details and application forms are available from the Headteacher (SAE please) to whom they should be returned within two weeks of the appearance of this advertisement. (54195) [illegible]

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September unless otherwise stated:

BRYN HAFREN COMPREHENSIVE SCHOOL FOR GIRLS, BARRY
(11–18) 10 FORM ENTRY

HEAD OF GEOGRAPHY: Scale 3
Experienced graduate teacher required to take charge of the subject throughout the school.

CATHAYS HIGH SCHOOL, CARDIFF
(11–18 COMPREHENSIVE) 8 FORM ENTRY

COMPUTER STUDIES: Scale 3
A suitably qualified and experienced teacher is required; Computer Studies is taught at CSE, 'O' and 'A' levels to growing numbers of pupils and with great success. It is hoped to expand the use of computers and word processors in other areas of the school. The person appointed would be part of the Mathematics department and also teach that subject. Further details available on request.

HEAD OF BIOLOGY: Scale 3
A suitably qualified and experienced teacher is required to lead the department. The subject is taught from Form 3 to Advanced Level with Integrated Science in Forms 1 and 2. The person appointed would also be required to act as Health Education co-ordinator for the school. Further details available on request.

RELIGIOUS EDUCATION: Scale 1
A suitably qualified teacher is required from the beginning of the Summer Term with the ability to teach Forms 1 to 5, including some small examination classes if possible. This is a temporary appointment on a day to day basis to cover maternity absence.

WELSH: Scale 1
A suitably qualified teacher is required from the beginning of the Summer Term with the ability to teach Forms 1 to 5, including some examination work. This is a temporary appointment on a day to day basis to cover maternity absence.

HOWARDIAN HIGH SCHOOL, CARDIFF
(11–18 COMPREHENSIVE) 8 FORM ENTRY

ADJUSTMENT UNIT: Scale 1
Required in April. Applications are invited from experienced qualified teachers to run an Adjustment Unit to cater for the needs of pupils who have persistent behavioural problems. Knowledge and experience of behaviour modification techniques will be an advantage. Temporary appointment for one term. Further details on request.

MATHEMATICS: Scale 1
Required in April. Applications are invited from qualified teachers of Maths and Computer Studies to start as soon as possible. Temporary appointment to 31st August, 1984.

RADYR COMPREHENSIVE SCHOOL, CARDIFF
(11–18) 6 FORM ENTRY

CHEMISTRY: Scale 2
Well qualified and experienced teacher to teach Science in Years I and II and Chemistry through to 'A' level.

MATHEMATICS: Scale 2
Well qualified and experienced graduate to share the teaching of Mathematics up to 'A' level. Ability to teach Computer Studies to 'O' level would be an advantage.

STANWELL COMPREHENSIVE SCHOOL, PENARTH
(11–18) 6 FORM ENTRY

HEAD OF ENGLISH: Scale 4
A well qualified, experienced graduate to be responsible for the organisation of the English Department and to share in the teaching of English to A/S level.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 14 days of the appearance of this advertisement.

(356) L. J. ACULE, Director of Education, Education Offices, Kingsway, Cardiff.

BERKSHIRE

THEALE GREEN SCHOOL
Theale, Reading RG7 5DA
N.O.R. 1320 (7/8 FE co-ed. Comprehensive 200 6th Form)
Required for September 1984, well qualified, graduate TEACHER OF PHYSICS (Scale 1) to teach the subject to 'A' Level and Electronics initially to CSE Level. The Physics Department is housed in a purpose built 3-lab suite and has high academic standards. There are 50 'A' level physicists at present.
Applications to the Headmaster as soon as possible.
Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (57714) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
(Six form entry, co-educational, 11 - 19 years)
Required for May 1984, Graduate MASTER/MISTRESS able to teach CHEMISTRY. Scale 1 plus £645 Outer London Area Allowance. Temporary post during maternity leave. It is hoped to recruit an able and enthusiastic teacher who would be interested in working in a disciplined and responsive environment. The school has a large sixth form of 250 students and easily fills all ability levels of a balanced intake.
Application forms and further particulars may be obtained from Dr. J.S. Leaming, to whom completed forms should be returned by 6th March 1984. (54356) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ
Tel: 01-650 8694
Number on Roll: 937 Sixth Form 100
PHYSICS (Scale 2)
Required for September 1984, teacher of Physics to be 2nd in Department and help develop technology and links with Design Dept. for possible T.V.E.I. scheme.
Full listing under Science, Scale 2 posts. (54655) 134822

CAMBRIDGESHIRE

THE KING'S SCHOOL (THE CATHEDRAL SCHOOL)
Park Road, Peterborough PE1 2UE
Required for September 1984, a teacher of Physics (Scale 1 or 2 according to experience). The successful candidate would join a dynamic department with a tradition of academic success at the highest level and a commitment to effective teaching across the full ability range.
The School is a four form entry, Church of England Voluntary Aided Comprehensive School with its own distinctive admission scheme. It has an academic sixth form of 130.
Applications, by letter, as soon as possible, containing curriculum vitae and the names of two referees to the Headmaster, Mr. M.J. Barcroft, from whom further information may be obtained. (54670) 134822

DERBYSHIRE

CHAPEL EN LE FRITH SCHOOL
Long Lane, Chapel en le Frith, Stockport SK12 6TG

TEACHER, SCALE ONE

Required as soon as possible, TEMPORARY TEACHER OF PHYSICS, until 31st August 1984.

Letters of application with names of two referees to the Headteacher.

Closing date: 2nd March 1984.

Derbyshire County Council is an Equal Opportunity Employer. (54175) 134822

EAST SUSSEX

BEACON COMPREHENSIVE
East Beeches, Crowborough TN6 2AS
Comprehensive mixed, 11 - 18. Roll: 2,100
Required for September 1st: Teacher of Physical Science, Scale 1. Candidates must be capable of immediate involvement in A-level Physics and have a wide interest in the teaching of Science to the whole age/ability range. A particular interest in Integrated Science an advantage. Scale 2 for suitably qualified applicant.
Relocation grants available in approved cases.
Further details and application forms (sae please) available from the Head Teacher, to be returned within 14 days. (54399) 134822

ENFIELD

LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, Winchmore Hill, London N21 3HS
Required September, 1984, Scale 1 PHYSICIST capable of teaching to 'A' level, preferably with an interest in Electronics and Computing. Well established courses to C.S.E., 'O' and 'A'-level. A sound department in the Science Faculty where good laboratory (9) conditions prevail. The faculty has a BBC micro-computer for its exclusive use. The School is a well-established mixed comprehensive, oversubscribed, situated in pleasant surroundings.
London Allowance, £645.
Application forms and further details (foolscap SAE) obtainable from the Head Master at the School, to whom they should be returned as soon as possible. [illegible] 134822

ESSEX

GABLE HALL SCHOOL
(Roll 1300)
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford-le-Hope 671526
SCIENCE, Scale 1
(Temporary) (London Fringe Allowance)
Required for Summer Term, for one term only.
Apply in writing with two referees and curriculum vitae (foolscap s.a.e. please). (54075) 134822

HAMPSHIRE

THE WINTON SCHOOL
London Road, Andover SP10 2PP
11 - 16 Mixed Comprehensive
N.O.R. 1413
Required September 1984. Scale 1 Science - to teach Chemistry and Physics at C.S.E. level. The Science department is committed to an approach which integrates individual disciplines.
Further details available from Headteacher. (54033) 134822

HERTFORDSHIRE

WARD FREMAN SCHOOL
Bowling Green Lane, Buntingford, Herts.
Group 10; 13 - 18, 610 on roll including 100 in Sixth Form
Required for September 1984, Teacher of CHEMISTRY, possibly with some Physics, Scale 1. The successful candidate will have a sympathy with the entire age and ability range, and should also be able to teach to Oxbridge level, in a school which has a fine academic reputation.
A genuine interest in pastoral care is a further requirement and candidates should write to the Headmaster at the school with full c.v., also indicating the nature of their extra-curricular interests. (57703) 134822

HERTFORDSHIRE

HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road, Bishop's Stortford, Herts. CM23 5NJ
(London and Cambridge 30 miles)
900 plus girls, Sixth Form 200, includes boys)
Required in September, enthusiastic, well-qualified Graduate Physicist to join a strong department and teach to A., S. and Oxbridge level. An interest in Electronics or the use of Computers an advantage. London Fringe Allowance payable. Further details on request. Please state other interests.
Please apply to the Head Mistress, enclosing curriculum vitae and the names and addresses of two referees. (57704) 134822

HERTFORDSHIRE

HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts. SG5 1XT
Tel: Hitchin 50982/3
Co-educational. Roll: 600
Group 9. 11/19 All-ability
TEACHER OF SCIENCE required for the Summer Term 1984. This is a full-time temporary post to cover a maternity leave. Teaching covers the full range.
Applications to the Headmaster with full personal and career details, and the names and addresses of two referees. (54696) 134822

HILLINGDON

LONDON BOROUGH OF HILLINGDON
GREENWAY SCHOOL
The Greenway, Uxbridge, Middlesex UB8 2PR
(Number on roll 815 - 81 in sixth form)
Required for September 1984 a well-qualified teacher to assist with the teaching of Physics and to teach Technology, where there is considerable scope for development. Scale 1.
Applications from newly qualified teachers will be welcomed.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (54291) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHRISTCHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road, Chatham, Kent
Required for April 1984, teacher of BIOLOGY, Scale 1, up to G.C.E. 'O' level. Rural Science an advantage. Temporary post considered, or permanency for suitable applicant.
Apply to the Headmistress by letter with full curriculum vitae and the names and addresses of two referees. (57109) 134822

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

The Authority is seeking a number of newly qualified Science teachers to take up appointments in comprehensive schools in September 1984. Applications are invited from men or women with expertise in computing, micro-electronics, applied science and physical science would be particularly welcome. The Authority's comprehensive schools are in modern, well-resourced buildings, and are engaged in wide ranging programmes of curriculum reform and innovation.

Further details and application forms available by sending s.a.e. to the Borough Education Officer, Education Offices, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom completed forms should be returned within the next fourteen days. (54561) 134822

MANCHESTER

ST BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX

A Catholic Grammar School of 635 boys 11 - 18 years, 120 pupils in the Sixth form, a high proportion of whom go on to university. Girls will be admitted to the Sixth form from September 1984.

Applications are invited for the following posts to commence in September 1984. Practising Catholics will be preferred.

TEACHER OF BIOLOGY.

Scale 1.

A well qualified graduate teacher required to assist with Biology throughout the school up to Oxbridge level.

Letters of application with full CV and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, Mr J. Byrne, from whom further details may be obtained. Closing date for applications, Wednesday 7th March, 1984. (65554) 134822

OXFORDSHIRE

COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form)
Required from September for one year a temporary teacher of Physics to 'A' level and General Science to C.S.E. Scale post possible for experienced teacher.
Apply by letter to the Headteacher giving C.V. and two referees. S.A.E. for further information, S.A.E. for result. (54273) 134822

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WASHINGTON SCHOOL
Spout Lane, Washington NE37 2AA
(Group 12)
Required for September 1984:-
Teacher of Physics (Scale 1). An ability to teach the earlier stages of the G.C.E. Advanced Level course would be an advantage.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 9th March, 1984. (57905) 134822

SURREY
EDUCATION COMMITTEE

HEATHSIDE SCHOOL
Brooklands Lane, Weybridge

(12 - 16 mixed comp. NOR. 650)

PHYSICAL Scientist Scale 1 required September 1984. Teach SCIENCE throughout and up to O level. Interest in microelectronics and computing an advantage. First appointments encouraged to apply.

Contact Head Tel: Weybridge 46162. (54417) 134822

SURREY

EDUCATION COMMITTEE
ST. BEDES C OF E/R.C. SCHOOL
Carlton Road, Redhill
(12 - 18 Mixed Comp. NOR 1140, Inc. 180 Sixth Form)
PHYSICS Scale 1 teacher required September 1984. Teach to A level with opportunities in related disciplines. Graduate preferred.
Application form and further details from Head enclosing SAE please. (54690) 134822

WEST SUSSEX

IFIELD SCHOOL
Lady Margaret Road, Ifield, Crawley, Sussex
Mixed 11 - 18 Comprehensive School on a 50 acre site on the West of Crawley. 1,550 on roll
Teacher of BIOLOGY (Scale 1) required for 30th April; to join a flourishing department. Ability to teach BIOLOGY to and HUMAN BIOLOGY to C.S.E./G.C.E. 'O' level standard necessary. An interest in less academically able pupils would also be an advantage.
Applications, giving c.v. and names of two referees, to the Headmistress or Tel: Crawley 26467.
Also
Teacher of SCIENCE and BIOLOGY (Scale 1) required for 30th April, to join a flourishing department. The post involves the teaching of Mode 3 Secondary Science to less academically able pupils and Biology up to C.S.E. level.
Applications, giving c.v. and names of two referees, to the Headmistress or Tel: Crawley 26467. (54194) 134822

Speech and Drama

Scale 1 Posts

DEVON

Please see displayed advertisement on Page 53. [illegible]

SEC EDUCATION
continued

Technology

Scale 1 Posts

BERKSHIRE

HIGHDOWN SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
N.O.R. 1450 (11 -18 mixed Comprehensive)
Required September 1984, ASSISTANT TEACHER (Scale 1) for a post in our well equipped and resourced technology faculty. Applicants with an interest in graphic communication and modern developments in technology will at an advantage.
Application forms and further particulars from the Headmaster, to whom completed forms should be returned a.s.a.p. Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (57718) 135522

Other than by Subject Classification

Heads of Department

HAMPSHIRE

FROGMORE COMPREHENSIVE SCHOOL
Potley Hill Road, Yateley, Camberley, Surrey
(Comprehensive Mixed 11 - 18) N.O.R. 940
Required for September 1984. Scale 4 post. Head of Creative Arts Faculty. Responsible for co-ordination of the work of Music, Drama and Art Departments in this new purpose built comprehensive school.
Closing date 9th March 1984.
Letter of application together with the names and addresses of two educational referees to the Head Teacher with s.a.e. for details. (54189) 135618

Scale 2 Posts and above

DEVON

Please see displayed advertisement on Page 53. 135620

LANCASHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

PARKLANDS HIGH
Moor Park Avenue, Preston

(535 on Roll)

1st May, 1984 or as soon as possible thereafter. SCALE 2 MATHEMATICS SECOND IN DEPARTMENT IN CHARGE OF COMPUTER STUDIES.

BURSCOUGH PRIORY HIGH
Trevor Road, Burscough, Ormskirk

(610 on Roll - Mixed)

1st May, 1984. SCALE 1 ENGLISH WITH DRAMA.

Forms/further details from/to the Headteacher at the School. (SAE please). Closing date: 8th March 1984. (54638) 135620

Middlesex Lodge Regional Assessment Centre

Scale II Teacher
General Subjects

Middlesex Lodge provides a variety of resources for adolescent girls at the point of crisis. We are seeking a teacher of general subjects. Responsibilities connected with this post can be negotiated and will depend on the aptitudes and skills of candidates. Applicants should have passed their probationary year.

For further information please phone Sally Wells on Uxbridge 53272.

Salary dependent on experience plus £1056 Responsibility Allowance and £615 London Weighting.

Application form and further details from the Personnel Officer, Ref: SS/26/171XE, Civic Centre, Uxbridge. Telephone Uxbridge 50589 (24 hour answering service). Applications from disabled persons welcome. Closing date: 7th March 1984.

London Borough of Hillingdon (2086)

Scale 1 Posts

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
COLTON HILLS SCHOOL
GENERAL SUBJECTS SCALE 1
Temporary full time Teacher required for the Summer Term only in this 11 - 18 mixed comprehensive school.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (54040) 135622

Sixth Form and Tertiary Colleges

Deputy Headships Second Masters/ Mistresses

EAST SUSSEX

BRIGHTON, HOVE & SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove BN3 6EG
16 - 19. Roll: 590
Required from September: Vice Principal - Deputy Head, Group 11. Highly motivated teacher with record of successful classroom experience is required to take specific responsibility for curriculum and timetabling, and to share duties with two other vice principals.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Principal. Closing date March 9th. (54679) 140012

Heads of Department

HAMPSHIRE

RICHARD TAUNTON COLLEGE
Highfield, Southampton SO9 5QP
(16 - 19) Open Access
Required September SCALE 3 - Head of Art.
Full details available by S.A.E. to Principal - Apply by letter with curriculum vitae and names of two educational referees by 12th March. (54029) 140018

HAMPSHIRE

PETER SYMONDS' COLLEGE
Owens Road, Winchester
Open Access VIth Form College
N.O.R. 1000
Scale 4 Head of Computing required September 'A' level experience essential.
Letter of application with full curriculum vitae, two referees and s.a.e. to the Principal. (57408) 140018

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53241) 140018

Scale 2 Posts and above

BARNET

(LONDON BOROUGH)
WOODHOUSE SIXTH FORM COLLEGE
Woodhouse Road, Finchley, N12 9EY
01-445 1210
500 Students. 16 - 19 Mixed. Open-access
Required SEPTEMBER, 1984, CLASSICIST to teach Classical Civilisation (A-level), Latin (A- and possibly O-level). Ability to teach in addition another subject such as History or English is important. Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Principal with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (54644) 140020

Scale 1 Posts

EAST SUSSEX

BEXHILL COLLEGE
Turkey Road, Sidley, Bexhill TN39 1TQ
Sixth form college, 16- 19. Roll: 440
Required from September: Teacher of Psychology (Scale 1) to 'A' and 'AO' levels. Scale 2 available for suitably qualified candidate.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. Closing date March 9th. (54378) 140022

ESSEX

PALMER'S SMITH FORM COLLEGE
(Roll 800)
Chadwell Road, Grays
Tel: Grays Thurrock 70121
MATHEMATICS Scale 1
Required April for temporary appointment; Graduate to 'O' and 'A' level for up to two terms.
COMPUTING SCIENCE, Scale 1
Required September; Graduate to 'O' and 'A' level.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (54085) 140022

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.J.B. Constable
No. on Roll: 925
MATHEMATICS post (Scale 1) for September, 1984, or earlier if suitable applicant available.
A qualified graduate teacher with either a degree in Mathematics, Engineering or Computer Science is required to teach Mathematics up to 'A' and 'S' level and will be expected, in addition, to contribute to the General Studies programme. All staff share in the tutorial work of the College and help with extra-curricular activities would be an advantage.
The post would be suitable for a beginner or someone with some experience who wishes for an opportunity to work within a Sixth Form College where 'A' level Computer Science and/or teaching to 'A' level within the Technical Studies Department may be available to an interested applicant.
Application forms may be obtained from the Principal at the College to whom completed forms should be returned no later than 5th March, 1984 (f.s.a.e. please). (54629) 140022

STAFFORDSHIRE

EDUCATION COMMITTEE
CITY OF STOKE ON TRENT SIXTH FORM COLLEGE
Victoria Road, Fenton, Stoke on Trent ST4 2RR
Required for September, 1984 a well qualified person to teach COMPUTER STUDIES to G.C.E. 'A' level and MATHEMATICS to G.C.E. 'A' level (Scale 1). Willingness to help with extra-mural activities a recommendation.
Application forms and further details obtainable from and returnable to the Principal at the College (s.a.e.) by 5th March, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (54614) 140022

Sixth Form College Solihull

Applications are invited from well-qualified and experienced candidates for appointment as:

PRINCIPAL –

Group 14 (£20,610–£21,828)

From September 1984, following the retirement of Mr A. D. Frankland. With 1,170 students currently enrolled, the College has an outstanding record of success in academic and foundation studies.

Further details and application forms from: Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. (Tel. 021-705 6789 ext. 332).

Closing date: Monday, 12th March at noon.

Metropolitan Borough of Solihull

Special Education

Headships

BERKSHIRE

THE CASTLE SPECIAL SCHOOL
Love Lane, Donnington, Newbury
N.O.R. 200
Required for September 1984, HEADTEACHER (Group 9S).
Application form and further details from the Director of Education (E5/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).
Closing date March 9th, 1984.
Berkshire County Council is an equal opportunity employer. (50632) 160010

SOUTH DEVON

LUPTON HOUSE SCHOOLS
South Devon
Required, (due to retirement) September 1984, HEADTEACHER (5S) at Lupton House School, Sandford Orleigh, Newton Abbot.
Residential School catering for up to 40 boys with special educational needs, (previously categorised "maladjusted").
Further details and application forms from the Principal. (65165) 160010

Deputy Headships Second Masters/ Mistresses

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
SWINFORD MANOR SCHOOL
Hothfield, Ashford
(Roll 52) (Residential School for Maladjusted Boys)
Deputy Head Teacher (Group 4S) required September 1984.
The School has a strong and highly developed educational system to which the successful candidate will be expected to make further contributions. Experience in residential work essential.
Unfurnished 3 bedroom flat available.
Application form and further particulars from Divisional Education Officer, Elwick Road, Ashford, Kent (S.A.E. please). The Headmaster welcomes informal enquiries on Ashford 22958.
This is a readvertisement - previous applications will be reconsidered. (54097) 160012

ICAA

Meath School, Brox Road, Ottershaw, Surrey

Due to the impending marriage of the present Deputy a vacancy will occur in September for a

Resident Deputy Head

with appropriate experience at this Special School for 24 boarders and 8 day pupils 5–12 years of age, with severe speech and language disorders. The post carries teaching as well as administrative responsibilities.
Salary Deputy Head Scale (Group 3S Schools) plus fringe area London allowance. Residential duties for which a Deputy Head Teacher allowance is paid. Teachers superannuation scheme. One bedroomed furnished flat.
School approved by Department of Education and Science.
For further details and application form please write (with sae) to Mrs G. Rigby, Personnel Administrator, ICAA, 126 Buckingham Palace Road, London SW1W 9SB.
Closing date for return of application forms within two weeks of the appearance of this advertisement. (9076)

PRIMARY: DEPUTY HEAD GROUP 2

HELPRINGHAM COUNTY SCHOOL. NOR 61

Required from summer or autumn term 1984, enthusiastic and experienced teacher to take particular responsibility for Infants and 1st year Juniors. Interest in Language Development, Environmental Studies/Science and Music an advantage.

Further particulars and forms from the Acting Divisional Education Officer, P.O. Box 2, Council Offices, Eastgate, Sleaford, Lincs. (s.a.f.e.).

PRIMARY: SCALE 1 POST

MORTON COUNTY PRIMARY SCHOOL, Morton, Gainsborough, Lincs. DN21 3AA. NOR 183

Reception class teacher for summer term 1984. An interest in art and craft an advantage.

For forms/details send SAE to the school. Closing date 12th March, 1984.

Unless otherwise stated the following posts are required for September 1984. Application forms and further details are available from the Head of the School on receipt of SAE.

SECONDARY: SCALE 2 POSTS

GRANTHAM ST. HUGH'S CE (CONTROLLED) COMPREHENSIVE SCHOOL, The Avenue, Dysart Road, Grantham, Lincs. NOR 600

GIRLS' PE AND GAMES – Assistant Teacher required from summer term 1984 or as soon as possible thereafter.

WELBOURN, WILLIAM ROBERTSON SCHOOL, Main Road, Welbourn, Lincoln. NOR 520

ENGLISH – Experienced Teacher required with special responsibility for Drama throughout this 11-18 mixed Comprehensive School.

QUEEN ELIZABETH'S GRAMMAR SCHOOL, Station Road, Alford, Lincs. LN13 9HY. Mixed 400 on roll 88 in 6th form.

CRAFT DESIGN, TECHNOLOGY AND TECHNICAL DRAWING – Well qualified applicant to teach to GCE O and A levels. Ability to teach some mathematics/physics in the Junior School will be an advantage. Scale 2 for experienced person. Closing date 12th March 1984.

QUEEN ELIZABETH'S GRAMMAR SCHOOL (CONTROLLED), Horncastle, Lincs. LN9 5AD. NOR 630 including 110 in 6th form.

SCIENCE – Two Assistant Teachers required to cover between them Physics and Chemistry (preferably to A level), Technology, and a small proportion of Junior Mathematics. Candidates should state for which disciplines they wish to be considered. Both posts could be Scale 2, for suitably qualified and experienced teachers, and there is a possibility of a Governors' flat being available. Applicants who can offer assistance with Boys' Games and/or Duke of Edinburgh's Award Scheme would be most welcome. Further particulars from Headmaster, to whom letters of application (together with Curriculum Vitae and names and addresses of two referees) should be sent as soon as possible.

Re-Advertisement.

LINCOLN SOUTH PARK HIGH SCHOOL, Cross O'Cliff Hill, Lincoln, LN5 8PW. NOR 800

MATHEMATICS – Assistant Teacher required. Scale 2 post would be offered to an experienced teacher who could share in the teaching of Mathematics to all examination levels. A Scale 3 post would be reserved for a teacher who could offer an additional specific area of expertise in Mathematics. Closing date 12th March, 1984.

ASSISTANT PERIPATETIC REMEDIAL TEACHER – Required as soon as possible. To be based in Bourne/Deepings and district. Relevant supplementary qualification and experience desirable. Recent applicants for such a post in this Division will be considered without further application.

Further particulars and forms from the Acting Divisional Education Officer, P.O. Box 2, Council Offices, Eastgate, Sleaford, Lincs. (s.a.f.e.).

SECONDARY: SCALE 1 POSTS

BOSTON KITWOOD BOYS' SCHOOL, Mill Road, Boston, Lincs PE21 0HB. NOR 898.

GENERAL SCIENCE & PHYSICS – Assistant Teacher required. Applications by letter including Curriculum Vitae and names and addresses of two referees.

BOSTON BOYS' GRAMMAR SCHOOL, South End, Boston, Lincs. Tel: Boston 68444. NOR 464.

PHYSICS – Graduate Teacher required to teach A and S level, preferably prepared to offer some mathematics.

THE GRAMMAR SCHOOL, Caistor, Lincoln, LN7 6QJ. Group 8 (mixed selective 11-18) NOR 365, 95 boarders.

PHYSICS & MATHEMATICS – Graduate required. An interest in Computing welcome but not essential. Accommodation and perhaps an additional allowance available if some pastoral duties are carried out in 6th Form Girls Boarding House. Apply by letter, naming two referees.

Re-Advertisement.

BOURNE COUNTY SECONDARY SCHOOL, Edinburgh Crescent, Bourne, Lincs. NOR 622.

PHYSICS – Assistant Teacher required to teach CSE and O level with a working knowledge of computers. Applications from new entrants welcomed, previous applicants need not submit fresh applications.

GAINSBOROUGH WILLIAM HARRISON ESN(M) SCHOOL, Middlefield Lane, Gainsborough, Lincs. DN21 1PU. NOR 100. Scale 1 + SSA

HOME ECONOMICS (including Textiles) – Assistant Teacher required for the summer term 1984 in the senior department, with responsibility throughout the department and teaching basic skills to a small group of younger senior pupils. An interest in Environmental Education and the ability to teach swimming an advantage. Possibility of Scale 2 for suitably qualified and experienced applicants. Closing date 12th March, 1984.

CLOSING DATE FOR ALL THE ABOVE POSTS: 9th March 1984 unless otherwise stated.

Lincolnshire County Council

SPECIAL EDUCATION
continued

Heads of Department

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Head of Science Department
Required from 1st September, 1984, in this non-maintained special boarding school for 270 physically handicapped boys and girls, with a normal range intelligence, aged 9 to 19. Good facilities include three well-equipped Laboratories.
Applicants should have a good Biology qualification and the ability to teach to C.S.E., G.C.E., 'O' level and provide coaching for 'A' level candidates who attend Alton Tertiary College.
Excellent opportunities for curriculum development.
Scale 3 (5), £8,142 - £11,352. Additional £747 for extra duties.
Accommodation may be available at a reasonable charge.
Foolscap s.a.e. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (54151) 160018

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Head of Mathematics Department
Required from 1st September, 1984, in this non-maintained special boarding school for 270 physically handicapped boys and girls with a normal range of intelligence, aged 9 to 19. Applicants should be well qualified and have the ability to teach to C.S.E., G.C.E., 'O' level and provide coaching for 'A' level candidates who attend Alton Tertiary College.
Excellent opportunities for curriculum development.
Scale 3 (5), £8,142 - £11,352. Additional £747 for extra duties.
Accommodation may be available at a reasonable charge.
Foolscap s.a.e. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (54152) 160018

ENT
OUNTY COUNCIL
DUCATION DEPARTMENT
HANET DIVISION
E FORELAND SCHOOL
nthorpe Road, Broadstairs
ALE 3S TEACHER
motionally Disturbed
ildren)
pplications are invited for a st which will be available this large complex special y school from September 84. The Primary responsibility will be to take charge a small department for ildren of normal intelligence suffering from behaviour and learning difficultes. Other responsibilities ll rest with physically and/ mentally handicapped children in other departments o have behaviour disorders.
Previous experience with turbed children and a nd knowledge of behaviour theory is essential. In first instance interested rsons are invited to contact Headmaster Mr Peter re, Tel: Thanet 63891, to range an informal discussion.
Applications with names d addresses of two referees ould then be submitted by April 1984 on the form ich is available from the hool. (54095) 160018

XFORDSHIRE
SSELS LEIGH SCHOOL
Abingdon, Oxon OX13
B
quired for September 1984 SISTANT PRINCIPAL UCATION (Scale 3S) at is special residential school r 40 senior maladjusted ys. Applicants should have levant experience with chilen with special needs and eferably be holders of advced qualifications. The sucssful candidate will be reired to take a major role in rriculum development and be involved in the internal velopment management of school. A 3-bedroomed use is available.
Details from the Principal. l: Frilford Heath (0865) 0436. (54362) 160018

ale 2 Posts and above

CKINGHAMSHIRE
LTON KEYNES AREA
UCATION THERAPY UNIT
OWLES COUNTY MIDDLE
HOOL
eensway, Bletchley, Milton ynes MK2 2HB
acher-in-Charge, Scale 3
plications are invited for post of Teacher-in-Charge the Educational Therapy it based at Knowles County ddle School.
he Unit which relates sely to the work of the ld Guidance Clinic caters pupils attending first and ddle schools in Milton ynes.
xperience of working with dren with learning and beiour difficulties is essenand a qualification in the cation of maladjusted chiln would be an advantage.
ssistance with removal exses and rented housing be available in approved s and there is a wide ge of housing to buy in the
pplication forms and her details available from Education Officer, T.A. leyer, B.Sc., M.Ed., Mil Keynes Area Education ce, Wolverton House, tford Road, Wolverton , Milton Keynes MK12 on receipt of a foolscap ped addressed envelope. 56). 160020

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
UNIT FOR HEARING IMPAIRED CHILDEN
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
Buckingham Road, Bletchley, Milton Keynes MK3 5EN
Required from September 1984 an experienced qualified teacher of the deaf to take charge of a unit for pupils aged from 8 to 12 years. Scale 3 post.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details available from the Education Officer, Milton Keynes Area Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (54686) 160020

CROYDON
LONDON BOROUGH OF CROYDON
KINGSLEY INFANTS
Thomson Crescent, Croydon CR0 3JT
Tel: 01-689 7688
Tenable September 1984
A qualified teacher of the Deaf to take a full time Nursery class at Kingsley Infants School. Understanding of young childrens needs and the Nursery curriculum is essential.
Applicants should apply to the Head Teacher.
SALARY - Burnham Scale 2 to suitable applicant, enthusiastic college leaver. With London Area Allowance. (57826) 160020

DEVON
SCALE 2S Burnham Scale Salary
Head of English required for May at Independent Residential Special School catering for a maximum of 54 boys 11 - 17 with special educational needs.
Experience is essential with a particular knowledge and interest in Remedial Education. CSE and O'level syllabus' are followed but the Department will need continual curriculum development.
Applications with CV and the names of two referees to: The Headmaster, Dawlish College, Mamhead, Kenton, Exeter, Devon. (54470) 160020

DEVON
Please see displayed advertisement on Page 53. 160020

DUDLEY
METROPOLITAN BOROUGH
PENS MEADOW SCHOOL
Ridge Hill, Brierley Hill Road, Stourbridge DY8 5ST
For April, ASSISTANT TEACHER Scale 2(S). Person appointed will be responsible for a group of older pupils with severe learning difficulties, coordinating unit and gross motor area of curriculum. Experience and qualifications in Special Education required.
Application forms available and returnable to Headteacher. Closing date 5th March. (54290) 160020

HILLINGDON
Scale II Teachers.
See vacancy for London Borough of Hillingdon under Scale II Heading. (55556) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
The County Council has well established services for hearing impaired children. There is a comprehensive Audiological service and close liaison with psychological services.
ASSISTANT TEACHER.
There is a vacancy for an experienced Teacher of Hearing Impaired children at Molehill Copse County Primary School, Hereford Road, Maidstone, Kent ME15 7ND, to take effect from September 1984.
ASSISTANT TEACHER.
There is a vacancy for an experienced Teacher of Hearing Impaired Children at the Hearing Impaired unit attached to Fair View County Primary School, Drewery Drive, Wigmore, Gillingham, Kent ME8 0NV, to take effect from September 1984.
Both teachers will be required to work with a new class of oral deaf/severely hearing impaired children. The children will be of junior age range and the group will be small to allow intensive academic help to be given in the unit setting. Social integration will take place for some appropriate lessons.
Scale 2 plus S.S.A.
Further details and application forms are available from the County Education Officer (Ref. T7), Springfield, Maidstone, Kent ME14 2LJ (S.A.E. please) to whom they should be returned by 9th March 1984. (54096) 160020

ESSEX
THE THRIFTWOOD SCHOOL (MODERATE)
Slades Lane, Galleywood, Chelmsford CM2 8RW
(Roll 127)
Tel: Chelmsford 266880
HEAD OF JUNIOR DEPARTMENT, Scale 2S
Required April/September 1984. Applications invited from suitably qualified teachers to lead a team of experienced teachers and coordinate a Language Development programme. Special School experience and advanced Diploma desirable.
Applications and further details from the Headteacher (foolscap s.a.e. please). (54071) 160020

NORTHAMPTONSHIRE
FAIRLAWN SCHOOL
Spring Gardens, Wellingborough, Northants NN8 2AA
REQUIRED FOR SEPTEMBER 1984 at this school for children with severe and profound learning difficulties.
Applications are invited for the post of SPECIAL CARE DEPARTMENT CO-ORDINATOR Scale 2(S) from enthusiastic imaginative experienced teachers with a specialised knowledge of, and an interest in multiply handicapped children with profound learning difficulties. An additional related qualification would be an advantage, as would an interest in micro-electronics and/or musical abilities.
For informal visit please contact the Headteacher on Wellingborough 225280. (54620) 160020

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URBAN ROAD SCHOOL
Urban Road, Sale
061-973 4619
SCALE 2S
SCALE 1 plus S.S.A.
Two teachers are required at this school for emotionally disturbed children aged 5 - 11 years which is expected to open in April 1984 or as soon as possible thereafter.
Opportunities exist for staff to have a creative involvement with colleagues establishing a therapeutic approach to this demanding area of education. The successful candidates will be responsible for small class groups and should be able to offer curriculum activities throughout the school.
A Scale 2 post is available for a suitably qualified and experienced teacher.
Further details are available from the Headteacher at the school and application forms may be obtained from the Chief Education Officer, Town Hall, Sale (061-976 2253, Ext. 250). Completed application forms should be returned to the Headteacher at the school as soon as possible. (54621) 160020

Scale 1 Posts

BEDFORDSHIRE
MACINTYRE
Art/Craft teacher required as soon as possible to join an enthusiastic staff team enabling mentally handicapped school leavers and young adults to acquire skills in soft crafts, wood and metal, photography, printing and pottery in a new purpose built workshop.
Telephone enquiries and visits welcome. Closing date: 1st March 1984.
Application forms and further details from: The Principal, MacIntyre School, Westoning Manor, Westoning, Beds. Tel: 0525 713866. (54139) 160022

APPOINTMENTS IN SCOTLAND

SECONDARY SCHOOLS
TEACHING POSTS
MATHEMATICS
PEEBLES HIGH SCHOOL (Roll 990)
TECHNICAL EDUCATION
HAWICK HIGH SCHOOL (Roll 1,414)
TEMPORARY POSTS
ENGLISH (Temporary February to June 1984)
HAWICK HIGH SCHOOL
GENERAL SCIENCE – Mainly CHEMISTRY with PHYSICS (Temporary February to June 1984)
HAWICK HIGH SCHOOL
MUSIC (Temporary February to June 1984)
GALASHIELS ACADEMY AND NEIGHBOURING PRIMARIES
(Secondary – 4 days, Primary – 1 day)
Closing date 9th March 1984.
Application forms can be obtained from the Personnel Manager, Regional Headquarters, Newton St. Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters.
(9091)
REGIONAL COUNCIL
Borders

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT

(a) PRINCIPAL TEACHER OF MODERN LANGUAGES
McLaren High School, Callander (telephone Callander 30156)
Responsibility Payment £2,157
Applicants must be qualified to teach French and German.

(b) TEACHER OF MUSIC
Graeme High School, Falkirk (telephone Falkirk 22576)
Further details are available from the Rector of the Schools.
Applicatins are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.
Applications forms can be obtained from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to be returned not later than, for Post (a), Monday, 19 March, 1984 and for Post (b), Monday, 12 March, 1984.

ASSISTANT HEADTEACHER (Secondary)
Dawson Park School, Falkirk (telephone number: 21072)
Responsibility Payment £1,146
Further details are available from the Headteacher of the School.
Applications are invited from suitably qualified registered teachers registered with the General Teaching Council for Scotland.
Applications forms and job descriptions can be obtained from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling to be returned not later than Monday, 12 March, 1984.
(9092)

Tayside Regional Council
EDUCATION DEPARTMENT
TEACHER POSTS
(A) ARBROATH AREA
VISITING TEACHER OF ART FOR PRIMARY SCHOOLS
(A) ARBROATH HIGH SCHOOL
TEACHER OF MATHEMATICS
(P) PERTH GRAMMAR SCHOOL
TEACHER OF MATHEMATICS
(Re-advertisement)
(P) PERTH HIGH SCHOOL
TEACHER OF MATHEMATICS
(Re-advertisement)
Application forms and full details are obtainable, according to post annotation, from:
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.
(P) Divisional Education Officer, 3/5 South Methven Street, Perth PH1 5PF.
(9090)

Strathclyde
EDUCATION DEPARTMENT
INSTRUCTOR
Caldercruix Outdoor Centre.
Salary Scale – A.P.11/111 – £6,618–£8,154.
The person appointed will instruct in the whole spectrum of Outdoor Activities in a residential situation. A National Qualification in sailing is essential.
Hours of duty, 35 hrs. per week to meet exigencies of service. Evening and week-end work essential. Normal requirements of four evenings per week. For further details telephone Mr Roy, The Warden at Caldercruix 842240.
Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Hamilton, to whom completed forms, quoting Ref. L/6346, should be returned by 9th March 1984.
(9089)
Strathclyde Regional Council

DUNDEE
HIGH SCHOOL OF DUNDEE
(H.M.C. Grant aided/ Independent)
TEACHER OF HISTORY
TEACHER OF MATHEMATICS
Applications are invited for the above posts available from the beginning of session 1984 - 85. Applicants should be well-qualified and registered, or be eligible for registration, with the G.T.C.
Candidates will be expected to teach at all stages of the respective department's work and to share in S.C.E. presentation. A willingness to take part in games and extra-curricular activities will be a recommendation. Teachers finishing training may apply.
Salary according to National Scales.
Further particulars of each post and an application form are available from The Rector, High School of Dundee, P.O. Box 16, Euclid Crescent, Dundee DD1 9BP, by whom completed applications should be received by 12th MARCH. (54580) 170000

GLASGOW
LAUREL BANK SCHOOL
Glasgow G12 9RX
(G.S.A. 440 girls)
A teacher of Religious Education will be wanted from 27th August 1984. The successful applicant, who must have a teaching qualification in religious education, will be expected to teach a second subject, preferably History or Modern Studies, up to SCE O Grade.
Newly qualified teachers should not hesitate to apply.
Salary and superannuation on National Scales.
Letters of application, giving full information about qualifications, experience and interests, with the names of two referees, should be sent as soon as possible to the Headmistress, Laurel Bank School, Glasgow G12 9RX. (57118) 170000

WIGTOWNSHIRE
MONKEN HADLEY SCHOOL
Corsbie Road, Newton Stewart
Required for Easter, one experienced, registered teacher at this Independent Residential School for Maladjusted children 10 - 16 years old.
The school is situated in a small market town close to mountains, forest and the Solway coast. Ample scope is given for members of staff to develop their own personal interests within the general philosophy of the school.
The person appointed will preferably have had experience of teaching small class groups the core curriculum, and be able to give remedial help to under-achievers. They would ideally also be able to offer optional subjects in the Craft/Drama/Music sphere.
Persons appointed will be expected to work a maximum of 15 hours extraneous duties per week for which an appropriate allowance is made.
Applications by letter giving full C.V., particulars to the Principal at the above address or Tel Newton Stewart 2450 for further details. (54145) 170000

SPECIAL EDUCATION
continued

BEDFORDSHIRE
LECTURER II - IN CHARGE OF SPECIAL NEEDS SECTION
See Bedford, under Colleges of Further and Higher Education. (54469) 160022

BEDFORDSHIRE
Art/craft teacher required as soon as possible to join an enthusiastic staff team enabling mentally handicapped school leavers and young adults to acquire skills in soft craft, wood and metal, printing and pottery in a new purpose built workshop. Telephone enquiries and visits welcome. Closing date 8th March.
Application forms and further details from The Principal, Macintyre School, Westoning Manor, Westoning, Bedfordshire. Tel: 0525 713866. (65772) 160022

BOLTON
METROPOLITAN BOROUGH
WOODSIDE SENIOR ESN (MILD) SCHOOL
495 Chorley New Road, Bolton BL1 5DH
Teacher (Scale 1 plus Special Schools Allowance) required from 1st September 1984, ability to play piano essential, an interest in Art/Craft advantageous.
Application forms obtainable from Director of Education and Arts P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 9th March 1984. (54626) 160022

CHESHIRE
EDUCATION COMMITTEE
WOODFIELD COUNTY MIDDLE SCHOOL
Somerset Road, Newton, Chester
Tel: 0244 49657
(to be re-organised as a Junior School in September 1984)
SCALE 1 PLUS SCA
Required for Easter or September 1984 a permanent Teacher to lead a group of 12 children with learning difficulties. Sensitivity to needs of slower learning pupils in 7 - 12 age group essential.
Application forms available from the District Education Office, 85 Wellington Road, Ellesmere Port, South Wirral.
Closing date 16th March 1984. (54070) 160022

CROYDON
LONDON BOROUGH OF CROYDON
ST. NICHOLAS (E.S.N.) (M)
Old Lodge Lane, Purley, Surrey CR2 4DN
Tel: 01-660 4861/2
Tenable: 30 April 1984
Temporary full-time teacher required for four terms with remedial teaching experience to take responsibility for a group of 5 non-speaking junior pupils whilst member of staff seconded. The appointment would suit a teacher seeking to gain experience in special education. Enthusiasm and the capacity to work closely with a small group in an informal setting is more essential than specialist qualifications or experience but an understanding/ or willingness to learn Makaton signing would be an advantage.
SALARY - Burnham Scale 1 with Special Schools Allowance. With London Area Allowance.
Please send SAE for application form from and returnable to the Head Teacher at the above address as soon as possible. (57925) 160022

CUMBRIA
COUNTY COUNCIL
JAMES RENNIE SCHOOL
Carlisle
Required for September 1984 a full-time permanent Assistant Teacher for a middle school class at this E.S.N.(S) School of 49 pupils aged 2 - 19 years. Scale 1.
For further details please ring the Head, Mr Penfold, (0228-20556) during normal school hours.
Application forms and further details available from the Director of Education, 5 Portland Square, Carlisle CA1 1PU returnable 16th March 1984. (Sae please). (54285) 160022

DEVON
KILWORTHY HOUSE TRUST
CO-EDUCATIONAL THERAPEUTIC COMMUNITY
Well established alternative to conventional schools/children's homes requires qualified and/or experienced people to live and work with teenagers with social, emotional and learning difficulties.
Specialist area required: 1. MECHANICS, 2. ART, 3. SCIENCE, 4. HUMANITIES.
The posts are residential and require two year commitments.
Further information: John Thrower, Kilworthy House, Tavistock, Devon, PL19 0JN [illegible] (54698) 160022

DORSET
REQUIRED to start the Summer Term 1984 - qualified Infant/Junior teacher able to take games, but also qualified to teach general subjects to remedial groups. Might be able to offer small cottage.
Apply: Miss P. Harper, Boveridge House School, Cranbourne, Wimborne, Dorset BH21 5RU. (57918) 160022

EALING
LONDON BOROUGH EDUCATION SERVICE
SPRINGHALLOW SCHOOL
1 Aston Road, Ealing, W5 2RL
A music therapist trained at Nordoff-Robbins Centre is required for 2 days per week for two terms from the beginning of the Summer Term, to cover a maternity leave. The work is at a school for autistic/language-impaired children and includes individual sessions and some groups. The present therapist has been at the school for several years, and the work is well-established and interesting.
Visits to the school are welcomed, and can be arranged with the Headmistress on 01-998 2700.
Application forms from the Headmistress (SAE) to be returned by 16 March 1984. (54483) 160022

HILLINGDON
Scale 1 Teachers.
See vacancy for Middlesex Lodge, London Borough of Hillingdon under Secondary Remedial Heading. (65553) 160022

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
LINDON BENNETT DAY SPECIAL (ESNS) SCHOOL
Main Street, Hanworth, Middx, TW13 6ST
Tel: 01-898 0479
No. on roll: 60 Age 2 - 11 years (non-ambulant children 2 - 16 years)
Headteacher: Mr R.P. Spickett
a. Required from 1st May 1984 or earlier, if possible a suitably qualified and experienced teacher, Scale 1 plus Special Schools Allowance, to help children with severe or very severe learning impairments to overcome specific difficulties occuring in all curriculum areas.
An interest in the early acquisition of language and speech through a particular method (e.g. The Derbyshire Scheme) would be useful.
b. Required from 1st May 1984, a suitably qualified and experienced teacher, Scale 1 plus Special Schools Allowance, for the Special Care Unit for children aged 2 - 11 years.
This unit, purpose-built and very well equipped, provides for eight multiply handicapped children. The teacher appointed will be expected to liaise closely with parents and be able to use advice from other disciplines i.e. medicine, nursing, speech and physiotherapy, psychology in order to prepare individual programmes of learning that will help these very immature children to realise the full potential of their limited abilities.
Constant nursery assistance is provided together with immediate access to qualified nursing services.
This vacancy is due to the present teacher going overseas.
c. Required from 1st May 1984, Scale 1 plus Special Schools Allowance, at this school for children with severe learning impairment to teach a class of boys and girls aged six to nine years.
Excellent indoor and outdoor facilities.
CLOSING DATE: a. and c. - within two weeks. b. - within one week.
Application forms and further details are available from the Headteacher at the school. Please enclose a s.a.e. (foolscap).
LONDON ALLOWANCE: £648 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (54189) 160022

ROYAL NATIONAL INSTITUTE FOR THE BLIND
HETHERSETT COLLEGE
COMMERCIAL SUBJECTS LECTURER
Applications are invited for the post of Commercial Subjects Lecturer from suitably qualified candidates at this College for visually handicapped school leavers.
The post, commencing Summer Term 1984, will comprise teaching typing, telephony and office practice.
Teaching experience in a College of Further Education would be advantageous, although it is not essential for candidates to have taught visually handicapped students.
Commencing salary will be on Burnham Lecturer I scale (£6,618 to £10,704) including allowances.
Further details and application forms, which should be returned as soon as possible, are available from the Principal, Hethersett College, Gatton Road, Wray Common, Reigate, Surrey (Tel: Reigate 45555). (54692) 160022

Independent Schools

Headships

HERTFORDSHIRE
ST JOSEPH'S SCHOOL
Hertingford Bury, R.C.
Near Hertford
Boys and Girls Independent Primary Group 3
Applications are invited for the post of Head Teacher at this former Convent School for September 1984.
Letters of application should be addressed to The School Secretary by the 9th of March. (54341) 180010

Deputy Headships
Second Masters/ Mistresses

KENT
THE SACRED HEART SCHOOL
Beechwood, Pembury Road, Tunbridge Wells TN2 3QD
Catholic Independent Boarding & Day School for Girls (11 - 18)
DEPUTY HEAD
Required for September 1984. Burnham Scale 7.
Further details (S.A.E.) from the Headmaster. (54721) 180012

KENT
BEDGEBURY SCHOOL
(GSA 400 girls)
Requires for September 1984 a fully qualified and experienced graduate for the new post of Deputy Head of the Lower School. The salary will be Burnham Scale 4. The appointee will be required to be resident at Lower School and to teach up to 20 lessons per week. Candidates should please state subject(s) which they can offer.
Further details of the school and the post itself are available from the Headmaster to whom a letter of application with full c.v. and the names and addresses of 2 referees should be sent to: Bedgebury School, Goudhurst, Kent. Closing date 7th March. (54533) 180012

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
DEPUTY HEAD OF JUNIOR DEPARTMENT
Applications are invited from well-qualified and experienced teachers for the above post in a Junior Department of 190 girls aged 7 - 11 yrs. The Deputy Head will be responsible for a class of first year Juniors aged 7 - 8 yrs. Basic subjects including art/ craft and nature study are required to a high standard.
This post also carries the responsibility for display and exhibition work throughout the department.
Salary according to experience.
The appointment will take effect from September 1984.
Apply to the Headmistress, with curriculum vitae and names of two referees. (54774) 180012

By Subject Classification

Arts and Design

Heads of Department

OXFORDSHIRE
HEAD OF ART DEPARTMENT
TUDOR HALL SCHOOL
Wykham Park, Banbury, Oxon OX16 9UR
Applications are invited from teachers experienced in O and A level work for the post of HEAD OF ART at the above Girls' Boarding School for pupils from 11 - 18.
Appointment commences 1st September 1984.
Apply by letter to the Headmistress forwarding C.V. and names of two referees. (54043) 181218

Other Assistants

BERKSHIRE
ST. MARY'S CONVENT
Ascot, Berkshire
R.C. boarding school for 300 girls, 10 - 18. 70 in Sixth Form
A qualified full-time teacher of Art is required for September 1984 to teach Art throughout the school and History of Art at 'A' level. Photography would be an advantage.
Salary at the appropriate Burnham Scale will be offered dependent on qualifications and experience.
The post could be residential.
Application with C.V. and the names, addresses and telephone number of 2 referees should be sent to the Headmistress. (54495) 181224

ESSEX
FELSTED SCHOOL
ART GRADUATE required for September 1984, to be assistant to the Director of Art. Preference will be given to a Fine Arts graduate interested in etching and printmaking who is also qualified to teach History of Art and Architecture to 'A'-level. Teaching experience would be an advantage. The contract will initially be for one year but could be renewed on a permanent basis.
Applications, including names of two referees, should be sent to the Headmaster, Felsted School, Dunmow, Essex. (65151) 181224

LONDON
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for September 1984, a full time assistant in the Art Department, to share in all aspects of the teaching of art throughout the secondary age range to O and A level. Craft is taught in the first two years and as a sixth form option. London Weighting. Burnham Scale.
Applications in writing enclosing curriculum vitae and names and addresses of two referees should be sent to The Headmistress, Wimbledon High School G.P.D.S.T., Mansel Road, London SW19 4AB. (54276) 181224

MARLBOROUGH
MARLBOROUGH COLLEGE
Wiltshire
(750 boys aged 13 - 18; 100 girls aged 16 - 18)
Two teachers required for September 1984 for large, centrally situated and superbly equipped Art department.
1. A specialist to take charge of the Pottery and 3-D area and to A level and beyond.
2. An enthusiast with multi-disciplinary interests who will take special responsibility for extending the work of the department through experimental projects and the couragement of individual expression.
Single or married accommodation available. Salary above Burnham.
Applications (with curriculum vitae and named, address and preferably telephone number of two referees) and enquiries to The Master, Marlborough College, Wiltshire SN8 1PA. Tel: 0672 52140. (50646) 181224

OXFORDSHIRE
BLOXHAM SCHOOL
(H.M.C.: Woodard)
Required for September, part-time teacher of painting/drawing/pottery. Work to 'O' and 'A' levels for suitably qualified candidate. Willingness to take boarding responsibilities an advantage. Good bachelor accommodation.
Further particulars from the Headmaster, Bloxham School, Banbury, Oxon OX15 4PE (0295 720206). (57711) 181224

Careers

Other Assistants

BEDFORDSHIRE
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
960 girls (7 - 18), 190 in Sixth Form
Required in September 1984, an assistant teacher with CAREERS experience, to be second in the department and a member of a team teaching and interviewing students from 13+ to 18+. The successful candidate will assist in the running of the careers libraries in the school; careers work will occupy approximately half of a full timetable. State SECOND TEACHING SUBJECT. Burnham Scale.
The enlarged and much improved Sixth Form centre will be ready in September and the new careers area includes a careers interviewing room/ office for the assistant careers teacher. Further details of the work of the Careers Education department can be obtained on request.
Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (65706) 181424

Classics

Heads of Department

KENT
ST. LAWRENCE COLLEGE
Ramsgate, Kent CT11 7AE
(0843 52680)
H.M.C. Co-ed. 110 in Sixth Form
HEAD OF CLASSICS required for September 1984 to teach Latin, Classical Civilization and some Greek to 'O' and 'A' level.
A committed Christian, willing to coach main games and take responsibilities in a boys' Boarding House, very strong recommendations. Single accommodation available.
Applications with c.v. and names of two referees (with telephone number) to the Headmaster. (54370) 181616

AYR
WELLINGTON SCHOOL
Ayr
(500 girls, day and boarding)
CLASSICIST Required in Senior School in September 1984 to take charge of small departement, teaching to University entrance level. All first year will follow a Classical Studies course with Latin as a 2nd year option and Greek as a 3rd year option. It is hoped to offer a classical civilization course for the 6th year.
Applicants should offer English to Middle School level and be prpeared to offer an extra-curricular activity or run a club.
Salary at appropriate point on Scottish Teacher's memorandum with Head of Department allowance.
Please apply as soon as possible with full c.v. and names and addresses of two referees to The Headmaster, Wellington School, Carleton Turrets, Ayr KA7 2XH. (57119) 181624

Other Assistants

BERKSHIRE
DOUAI SCHOOL
(Roman Catholic - Benedictine)
(330 boys, Boarding, 11 - 18 years)
REQUIRED FOR SEPTEMBER 1984, Young graduate as Assistant Teacher of Classics (Latin ages 11 up, Greek ages 13 up). Non-resident post, suitable first appointment. Advanced level work, including Ancient History, available for suitable applicant.
We would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music, or technical and practical hobbies in a Benedictine School.
Burnham Scales and non-resident allowance.
Apply in writing with C.V. and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks. RG7 5TH. (54459) 181624

HEREFORD AND WORCESTER
MALVERN COLLEGE
Required for September 1984 a good honours graduate to teach Classics throughout the school. A willingness to play a full part in the life of a boarding school is essential. School accommodation may be available. Own salary scale.
Applications, together with a full curriculum vitae and the names and addresses of two referees should be addressed to The Headmaster, Malvern College, Malvern, Worcestershire WR14 3DF from whom further particulars may be obtained. (54427) 181624

KENT
KENT COLLEGE
Pembury
Independnet, Boarding and Day (under Board of Management of Methodist Schools)
370 girls 11 - 18
Required for September, 1984, a fully qualified graduate to teach LATIN and CLASSICAL STUDIES throughout the School to Ordinary and Advanced level. Ability to offer English or another Modern Language an advantage. Salary (Burnham Scale) according to qualifications and experience.
The post may be resident. Family and single accommodation available in School, for those willing to share residential duties.
Applications, together with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Kent College, Pembury, Tunbridge Wells, Kent TN2 4AX. (54064) 181624

LONDON
HIGHGATE SCHOOL
London N6 4AY
Requires in September 1984 a well-qualified GRADUATE to teach CLASSICS (Latin, Greek, and Ancient History) throughout the School. Help with games (soccer, Eton Fives, cross-country, athletics, cricket) and other extra-curricular activities very welcome. Highgate School Salary Scale; accommodation possibly available.
Further details from Head Master 01-340 1524) to whom curriculum vitae and names, addresses and telephone numbers of three referees should be sent by 14th March, 1984. (54176) 181624

The Incorporated Froebel Educational Institute, Roehampton, London, S.W.15.

The Governing Body invite applications for the post of:-

HEAD OF IBSTOCK PLACE SCHOOL

The post will become vacant on 1st September, 1984. There are presently 300 children in the age range 3 to 16 years attending the co-educational school.

Applicants should be university graduates. Salary according to qualified Head Teacher Group 6 plus London Allowance (Inner Area). Residential accommodation negotiable.

Further details will be sent on request to the Secretary, The Incoporated Froebel Educational Institute, 'Templeton', 118 Priory Lane, London, SW15 5JW.
(2871)

Dauntsey's School

HEAD

The Governing Body invites applications for the post for September 1985 following the retirement of the present Head Master, Mr. Guy King-Reynolds.

There are 460 day and boarding pupils, including 150 in the Sixth Form, in this independent co-educational School.

The Head Master, who is a member of the Headmasters' Conference, also has responsibility for the teaching of certain subjects in the neighbouring 11–16 Lavington Comprehensive School in a unique link with the Local Education Authority which includes the provision of Sixth Form College facilities for post-'O' level former Lavington pupils.

Details of the post (including negotiable salary) and method of application may be obtained from Peter F. Wyles Esq., Clerk to the Governors, 33 St. John Street, Devizes, Wilts. SN10 1BW.

Applications should arrive by 30th April 1984. (9087)

INDEPENDENT EDUCATION
continued

Commercial Subjects

Other Assistants

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a part-time teacher of Commerce and Business Studies for a new department to be established from September. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54377) 181824

Computer Studies

Other Assistants

BERKSHIRE

COMPUTER STUDIES
PANGBOURNE COLLEGE
Berkshire

HMC Boys boarding and day

Required for September 1984 a young graduate to teach Computer Studies and Mathematics to O level. In either subject A level teaching is also available. Excellent computer facilities already established.

Ability to coach ball games or rowing or sailing an additional recommendation. Accommodation available.

Applications with full curriculum vitae and names and addresses of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54461) 182024

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex
A co-educational school - entry at 13 plus - predominantly boarding - numbers approaching 300 - including substantial and growing Sixth Form.
An expanding programme means that we shall require in September a second teacher of COMPUTER to 'O' and 'A' level. Candidates should preferably be able to offer Mathematics or Physics as a subsidiary subject and should be able to contribute significantly to a very wide extra-curricular programme, perhaps in the areas of boys' or girls' games. The desire to take responsibility on the boarding side (boys or girls) would be a recommendation. A residential post is available.
Applications, with full c.v. and names, addresses and telephone numbers of 2 referees to THE HEADMASTER. (54466) 182024

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, nr. Basingstoke
(Independent Girls Boarding School - 163 pupils 11 - 18)
Required for September 1984 on a part-time basis, a good honours graduate with qualifications in computer science or related subject at degree level. The school's computer centre is equipped with B.B.C. B.Microcomputers and offers facilities to other departments. Ability to teach all aspects of computing throughout school, including O.Level computer studies and to assist in both running the centre and development of software is essential.
Applications with full curriculum vitae and names of two referees should be submitted to the Headmistress, by 2nd March. (54991) 182024

LANCASHIRE

KING EDWARD VII SCHOOL
Lytham

(H.M.C. 635 boys)

QUEEN MARY SCHOOL
Lytham

(G.S.A. 700 girls)

Required for September 1984, a suitably qualified graduate as a second teacher of Computer Studies in the above schools. (Scale I post). The schools are on adjacent sites and time would be divided between the two.

Application with the names and addresses of two referees should be sent to the Head Mistress, Queen Mary School, Lytham, Lancashire FY8 1DS. (65703) 182024

LONDON

MORE HOUSE SCHOOL
Requires graduate to share in the teaching of Maths and Computer Studies.
Please see main advertisement under Independent Schools, Maths, Other Assistants. (54294) 182024

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - co-educational, boarding: 520 pupils 11 - 18)

COMPUTER STUDIES

Applications are invited for a well-qualified person to take charge of this subject and to lead its future development, while teaching, initially at least, up to half a time-table of Science or Technology. The school already possesses a well-equipped Computer Centre and adjoining Electronics Workshop. Accommodation available for a single person.

Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (54491) 182024

Craft, Design & Technology

Other Assistants

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS
Cambridge

Required in September, well-qualified part-time teacher of Technical Graphics, to develop the subject and to join in the development of Craft, Design and Technology throughout the School.

Applications, giving full particulars of qualifications and experience, and the names and addresses of two referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (50644) 182124

COVENTRY

COVENTRY SCHOOL

(HMC, coeducational day school. Roll 810)

Due to promotion within the Foundation a well qualified teacher of HANDICRAFT is required in September at Coventry School, Bablake, to teach Woodwork, Metalwork and Design to boys and girls in a busy and well equipped department. Burnham Salary (Scale 2 for a suitably experienced candidate) together with Coventry School Allowance.

Details of the school in PSYB.

Apply by letter giving full curriculum vitae and names and addresses of referees to the Director, Coventry School, Bablake, Coventry CV1 4AU. (54468) 182124

OXFORDSHIRE

ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)
Specialist Teacher of Design and Technology required, with particular experience in metalwork, to take up an important new appointment which is to be created in September 1984, in connection with a major workshop development. The person appointed will be expected to work within the existing Design Department, but would be given a leading role in building up design and technology in the School curriculum, particularly at sixth-form level.
Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (54385) 182124

LONDON

ALLEYN'S SCHOOL
Dulwich
H.M.C. Independent (ex Direct Grant) and Co-educational, 850 pupils; 250 in the 6th form
Required for September, 1984, a teacher of Craft, Design and Technology, preferably with a special interest in Technical Graphics, to join two other members of staff in an expanding department. This is an additional appointment occasioned by the opening of a new Design Technology Centre in September and the successful candidate will have the opportunity to exercise both imagination and initiative in building up the work of the Department.
The salary will be on the Alleyn's Scale (above Burnham) and the point of entry will depend on previous experience. Accommodation is likely to be available if required.
Applications, with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent as soon as possible to Mr. D.A. Fenner, Headmaster, Alleyn's School, Townley Road, Dulwich, London SE22 8SU. (54134) 182124

PERTHSHIRE

STRATHALLAN SCHOOL
Required for September 1984 graduate to teach and set up new department in Design/Technology. Experience preferrable but not essential.
This residential post is well suited to any person who would enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.
Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perthshire PH2 9EG. (54305) 182124

SUSSEX

CHRIST'S HOSPITAL
Horsham
Independent Boarding School becoming fully co-educational in 1985
REQUIRED FOR SEPTEMBER 1984.
A young teacher of CRAFT, DESIGN AND TECHNOLOGY with the ability to teach throughout the age range and in all branches of the subject.
Design based courses to O & A level GCE are well established.
Apply in writing enclosing a full CV and the names of two referees to:- The Head Master's Secretary, Christ's Hospital, Horsham, West Sussex RH13 7LS from whom further details may be obtained. (54592) 182124

Economics

Heads of Department

WORCESTERSHIRE

ROYAL GRAMMAR SCHOOL
Worcester
Head of Economics required for September. Flourishing department, over 100 pupils on 'A' Level courses. Involvement in out-of-class activities essential.
Applications to Headmaster, Royal Grammar School, Worcester with c.v. and two referees. (54153) 182218

Other Assistants

DEVON

KELLY COLLEGE
Tavistock
Lively academic HMC Public School for 250 boys 11 - 18 and 65 sixth form girls in market town 15 miles from Plymouth strong music, drama, rugby, cricket, hockey, athletics and adventure facilities. Economics Graduate required September, 1984 to teach A level: willingness to take part in games or other activities. Single accommodation available or living out allowance.
Apply Headmaster with c.v. and names and addresses of two referees. (54231) 182224

RUTLAND

Required for September 1984 a well qualified graduate to teach Economics throughout the Sixth Form. An ability to teach Geography as an additional subject will be especially welcomed. Willingness to make a full contribution to the School's extra-curricular acitivities essential.

Applications, together with a full curriculum vitae and the names of two referees, should be sent to the Headmaster, from whom further particulars of the post may be obtained. Uppingham School, Uppingham, Rutland LE15 9QE. (50618) 182224

SURREY

ROYAL GRAMMAR SCHOOL
Guildford

(HMC - 700 boys 11 - 18 - 200 in 6th Form)

Required in September 1984, a Graduate to teach ECONOMICS to A Level and University entrance, together with another academic subject to O Level. Economics is a well-established part of the 6th Form curriculum in this highly selective school. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, rugby and cricket will be an advantage. Salary: Burnham plus. Scale 2 available for appropriately qualified and experienced candidate.

Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. Further details are available on request. (54737) 182224

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Co. Ltd.)
London Road, Guildford.
Surrey GU1 1SJ
Well qualified ECONOMICS teacher (part-time) required for September to teach in the Sixth Form to A Level. Scale 1.
Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. (65145) 182224

English

Heads of Department

BERKSHIRE

ST. JOSEPH'S SCHOOL
Upper Redlands Rd., Reading, Berkshire
(Girl's Independent Day School, 450 pupils, 80 in Sixth Form)
HEAD OF ENGLISH DEPT. required for September 1984. A well qualified and experienced graduate to teach up to University level. Appropriate Burnham Scale.
Application form and further details available from Headmistress. Tel: Reading 661000. (54395) 182418

NORTH HUMBERSIDE

HULL HIGH SCHOOL FOR GIRLS
(CHURCH SCHOOLS CO. LTD.)
Tranby Croft, Anlaby, North Humberside

Required for September, 1984, a well qualified experienced Graduate to teach English throughout the Senior department, and be responsible for it. The salary will be Burnham Scale 2 or 3 according to experience.

Further particulars may be obtained from the School Secretary (Tel: 0482 657016): applications should be by letter supported by full c.v. including the names of two referees. (54795) 182418

STAFFORDSHIRE

Head of English Department required for September or sooner. Experienced qualified graduate required. Must have experience of O and A level (JMB). Willingness to play a full part in out of School activities essential. Reduced fees for children of Members of Staff. Scale post available. Maximum class size of 16.
Apply in writing to: Headmaster, Lyncroft House, St. Johns Road, Cannock, Staffs. Cannock 2388. (54403) 183418

Other Assistants

BATH

MONKTON COMBE SCHOOL
Bath

HMC. 340 pupils. 160 in Sixth Form

Required for September 1984 a teacher of ENGLISH to University Scholarship level. The post suits a young well qualified graduate seeking a first or second appointment in a lively and innovative department, willing to contribute to Sixth Form General Studies courses and able to offer a subsidiary subject preferably History or Politics. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master. (54985) 182424

BATH

DOWNSIDE SCHOOL
Required for September, 1984, a well-qualified graduate to teach English throughout the school to University Entrance level. Ability to take Games an advantage.
Further details and application form are available from The Secretary, Downside School, Stratton-on-the-Fosse, Bath BA3 4RJ. (54407) 182424

BERKSHIRE

THE ABBEY SCHOOL
Reading

Independent

ENGLISH GRADUATE required in September 1984 to teach throughout the school to University entrance standard. Burnham Scale according to qualifications and experience.

Please apply to the Headmistress with full curriculum vitae. (54494) 182424

BERKSHIRE

DOLPHIN SCHOOL
Requires a graduate to teach French.
Please see main advertisement under Preparatory Schools, other than by subject, other Assistants. (54282) 182494

DORSET

BRYANSTON SCHOOL
Dorset

(13 - 18 boarding, 400 boys, 200 girls)

An Honours graduate in ENGLISH is required for September 1984 to teach at all levels up to University Entrance.

A willingness to enter fully into boarding school activities, with an ability to coach one of the major sports, would be a recommendation applicable equally to a man or a woman.

Apply to the Headmaster by letter, enclosing Curriculum Vitae and the names of two referees. (54515) 182494

ETON COLLEGE

Head of Computing

Eton wishes to appoint a Head of Computing for September 1984. This is a new post, calling for ideas and initiative as well as computer experience. The subject is already well-established, but the person appointed will be expected to co-ordinate all computer activity within the school, to lead the team teaching computing and to advise on further policy in Computer Studies and in the use of computers by other Departments. Eton salary scale. Accommodation provided. Applications including *curriculum vitae* and the names, addresses and telephone numbers of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire.

(2888)

POCKLINGTON SCHOOL
Near York. HMC: 270 Boarders 350 Day

HEAD OF CRAFT, DESIGN AND TECHNOLOGY

Applications invited from suitably qualified and experienced candidates for this interesting and demanding post for September, 1984. 'O' and 'A' level work besides 'core' curriculum teaching from ages 8–12. The Department has excited a widespread reputation over the last decade and the successful candidate will be someone with a commitment to the busy demands of a Boarding School besides possessing the flair and imagination required for such an important post. Further details, including job specification, available from: **The Headmaster, Pocklington School, West Green, Pocklington, York YO4 2NJ or telephone Pocklington 3125.**

(2426)

MONKTON COMBE SCHOOL
Bath

requires in September 1984

Head of Sixth Form General Studies

The post offers an exciting challenge to a well qualified graduate with wide academic interests. Ability to teach ENGLISH to 'A' level is essential. Willingness to coach sport, particularly rowing, and help with the CCF an advantage. A committed Christian keen on boarding school life is sought.

Applications to the Head Master.

(2042)

Gresham's School

Holt
Norfolk

Young well qualified English specialist required for September to teach from 13+ to university scholarship level. A willingness to promote drama and the literary side of the school is expected.

Applications in writing with full c.v. and names and addresses of two referees to the Headmaster.

(2428)

INDEPENDENT EDUCATION
continued

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex
An expanding co-educational school (entry at 13 plus)
We require for September 1984 a teacher of English. Teaching will be to 'O' level but there is a possibility that 'A' level work would be available. It would be helpful if candidates were able to offer Geography in a very subsidiary way but this is not essential.
Candidates should be able to contribute significantly to a very wide extra-curricular programme, perhaps in the areas of boys' or girls' games. The desire to take responsibility on the boarding side (boys or girls) would be a recommendation. A residential post is available.
Applications, with full c.v. and names, addresses and telephone numbers of 2 referees to THE HEADMASTER. (54467) 182424

EAST SUSSEX

Required to teach English to 'O' level from 1st May for one term only. Possibility of single accommodation.

Write, with C.V. and names and addresses of two referees, to The Principal, Buckswood Grange, Uckfield. (54067) 182424

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Required for September, 1984, a good honours graduate in English Literature to teach English throughout the school up to Advanced level. This post will involve no boarding duties, and could be a first appointment, although the Scale will be determined by the experience of the successful applicant.

Please apply to The Principal, Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (54647) 182424

ITALY

ROME
Well qualified English Teacher required for September 1984.
See Overseas appointments for details. (57921) 182424

OLDHAM

THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancs. OL8 4BX
(Tel: 061-624 2523)
(500 girls, 110 in Sixth Form)
Required for September 1984 an experienced graduate with a good honours degree to teach ENGLISH throughout the school including 'O', 'A' and Scholarship work. Salary: Burnham Scale II.
Please apply to the Headmistress by letter (no forms), enclosing curriculum vitae and the names and addresses of two referees. (54165) 182424

PERTHSHIRE

STRATHALLAN SCHOOL
Required for September 1984 graduate to teach English including sixth form 'A' Level work for suitably qualified candidate. Experience not essential.
This residential post is well suited to any person who would enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.
Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perthshire PH2 9EG. (54307) 182424

PERTHSHIRE

GLENALMOND

Required for September 1984, a GRADUATE to teach ENGLISH throughout the school to 'O' and 'A' level. Opportunity for good share of Sixth Form and university scholarship work. S.C.E. 'Higher' work also available. Willingness to help with extra-curricular activities would be expected. Games coaching ability an asset.

Resident post with free married or single accommodation. Glenalmond salary scale above Burnham or Taylor.

Please apply as soon as possible with C.V. and names and addresses of two or more referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54483) 182424

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - co-educational, boarding: 520 pupils 11 - 18)

Required for September, good honours English graduate able to teach through school to University entrance. Experience or special interest such as the management of a school magazine or some other major aspect of a lively department is looked for. Full commitment to extra-curricular boarding school life, with interest in games or qualification for adventure activities will be important recommendations.

The post may be resident or non-resident. Salary Burnham Scale according to experience, plus residential emoluments. (54844) 182424

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls.
Required for September 1984, a GRADUATE to teach ENGLISH to A-level. There are currently over 80 pupils studying English in the Sixth Form. Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (54487) 182424

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Two posts within the English department will become vacant in September 1984. A well qualified and preferably experienced Honours graduate is required who will have responsibility for 'O' and 'A' level work in a thriving department which has had notable success in Oxbridge entrance examinations. The successful candidate will be expected to contribute to General Studies in the VI.
The second post will involve teaching throughout the junior school to 'O' level. An ability to coach girls requiring individual specialist help is essential and a qualification in EFL would be a recommendation. Burnham Scale salary.
Applicants should submit a letter of application and full curriculum vitae together with the names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (57401) 182424

WORCESTER

THE KING'S SCHOOL
Worcester

Required for September 1984 a well-qualified graduate to teach ENGLISH throughout the school. Ability to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The King's School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54234) 182424

Geography

Heads of Department

HULL

HYMERS COLLEGE
Hull

H.M.C. (620 boys, 160 in the VI form)

Required for September 1984, HEAD OF GEOGRAPHY DEPARTMENT, Scale 3.

Application (no forms) with names of two referees, should be sent by 20th March to the Headmaster, Hymers College, Hull HU3 1LW. (05694) 182618

Other Assistants

BEDFORDSHIRE

THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
960 girls (7 - 18), 190 in Sixth Form
Required in September, a well qualified and experienced teacher of GEOGRAPHY to take a share of the work for girls aged 11 years to 18 years. Cambridge Board syllabus at O and A level. Ability to teach Geology an advantage but not essential. This is a Burnham Scale 2 post.
Applications by letter, with supporting curriculum vitae and the names and addresses of two referees, should be sent to the Head Mistress as soon as possible. (54657) 182624

BRISTOL

QUEEN ELIZABETH'S HOSPITAL

(HMC/ex-D.G: 440 boys/ 110 in sixth form)

Required in September, 1984, a GEOGRAPHER able to teach to A level in a flourishing department. Single accommodation may be available in return for boarding duties. Help with games, holiday fieldwork, etc., an added recommendation.
Burnham Scale 1 or 2 according to experience.

Details from and full applications with names, addresses and phone numbers of two referees to The Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (67366) 182624

DEVON

BLUNDELL'S SCHOOL
(HMC 450 pupils 45 girls in Sixth Form)

Requires a GEOGRAPHER capable of teaching to University Entrance standard, for September 1984. Ability to make a major contribution to cricket and rugby would be a major attraction.

Full details available from the Head Master, John Rees, who would be pleased to have telephone calls (0884 252543) from interested applicants.

Applications, with names of referees, should be made by 29th February to The Head Master, Blundell's School, Tiverton, Devon EX16 4DN. (54368) 182624

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
Required for September 1984 honours graduate to teach Geography throughout the school to A-level standard. Physical Geographer preferred. Commitment to field-work essential. Non resident post.
Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (65158) 182624

HERTFORDSHIRE

THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, Hitchin SG4 7RT
Requires in September 1984 a graduate teacher of Geography to A Level, resident or non-resident.
Apply, naming two referees, and with tel. no. if any, to the Headmaster. (54430) 182624

LONDON E17

FOREST SCHOOL

Independent: HMC: 400 senior boys: 300 girls: 350 junior boys

Required in September 1984 a Graduate to teach GEOGRAPHY to 'A' level. Scale 1 or 2 (dependin on experience) plus Outer London Allowance. A Physical Geography specialist, with an ability to organise field trips, preferred. Co-educational Sixth Form. Willingness to assist with games a strong additional recommendation. Possibility of subsidised accommodation.

Applications, together with a curriculum vitae and names of two referees, to the Warden, Forest School, near Snaresbrook, London E17 3PY, from whom further details are available. (50612) 182624

LONDON

LYCEE FRANCAIS CHARLES DE GAULLE
35 Cromwell Road, London SW7 2DG

Experienced graduate teacher of Geography required to teach to O and A level. Salary on Burnham Scale.

Apply with CV and names of two academic referees to the Headmaster, Lycee Francais Charles de Gaulle. (57137) 182624

MIDDLESEX

THE NORTH LONDON COLLEGIATE SCHOOL
Required for September, 1984, a well qualified Honours Graduate to teach Geography throughout the School to University entrance standard. Candidates are asked to indicate their field of special interest. Burnham Scale 1 or 2 according to experience.
Applications by letter with curriculum vitae and names and addresses of two referees to the Head Mistress, as soon as possible.
The North London Collegiate School, Canons, Edgware, Middlesex HA8 7RJ. (Independent School - formerly Direct Grant - 800 pupils). (54404) 182624

OXFORDSHIRE

BLOXHAM SCHOOL

(H.M.C.: Woodard)

Required for September: Graduate to teach Geography to 'A' level. Suitable first or second appointment. Good bachelor accommodation; Bloxham salary scale. Contribution to boarding school life important.

Further particulars from the Headmaster, Bloxham School, Banbury, Oxon OX15 4PE (0295 720206). (57712) 182624

PERTHSHIRE

GLENALMOND

Required in September 1984 for one term, whilst a member of the Geography Department is on sabbatical leave, GRADUATE to teach GEOGRAPHY throughout the school at 'O' and 'A' level. 'S' level teaching and Oxbridge work available for a suitable candidate. Good opportunities for Field Work.

Resident post with free married or single accommodation.

Please apply as soon as possible with C.V. and names of two referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54777) 182624

WEST SUSSEX

LANCING COLLEGE
West Sussex

Required for September 1984. A young well-qualified graduate to teach the subject at all levels including Oxbridge in a strong department. An interest in the application of systems and computers to geography would be an advantage. There is plenty of scope for innovation and field work for the right person.

Applicants should write giving Curriculum Vitae and the names of two referees, also indicating extra curricular interests, to The Head Master, Lancing College, West Sussex BN15 0RW. (54257) 182624

WORCESTER

THE KING'S SCHOOL
Worcester
Required for September 1984 a young, energetic graduate to join a well established Geography Department and teach throughout the School. An interest in computing and statistical techniques would be necessary. Ability to help with games, in particular rowing, and other out of school activities an advantage.
Further details from the Headmaster's Secretary, The King's School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (54413) 182624

History

Heads of Department

BERKSHIRE

ST. MARY'S CONVENT
Ascot
R.C. Boarding School for 300 girls, 10 - 18, 70 in the Sixth Form
Required for September 1984 a well qualified graduate as Head of History. R.C. preferred.
Burnham Scale 2.
Applications to the school. (54424) 182818

NORTH YORKSHIRE

SCARBOROUGH COLLEGE
Independent School for 450 boys and girls, aged 11 - 18 years
Required for September 1984 a well qualified graduate as Head of History. Salary Burnham Scale 3. The ability to help with games, CCF, extra curricular activities a strong recommendation.
Applications with the names of 2 referees to the Headmaster, Scarborough College, Filey Road, Scarborough, from whom further details can be obtained. (54177) 182818

SUFFOLK

ST. FELIX SCHOOL
Southwold, Suffolk

Independent School for 370 girls, 11 - 18 100 in Sixth Form. Selective intake

Required for September scholarly, but enterprising, History graduate as Head of Department. Experience of teaching History at all levels from 11+ to University entrance standard essential. Scope for the development of the successful candidate's own interests. A knowledge of world affairs and a willingness to take an active part in the development of the Sixth Form General Studies programme would be an advantage. Burnham Scale 3.

Letters of application to the Headmistress, with names of two referees. (54355) 182824

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

There will be a vacancy in May or September 1984 for the temporary or permanent appointment of a well-qualified graduate teacher of History, capable of teaching at all levels up to and including Advanced Level and University entrance. Salary (above Burnham) will be according to qualifications and experience. Willingness to take part in extra-curricular activities, particularly sport or outdoor activities is essential.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 2ND MARCH 1984. (65494) 182824

CAMBRIDGE

THE PERSE SCHOOL FOR GIRLS
Cambridge

Required in September, a good honours graduate in History to assist part-time throughout the School up to O Level. Possibility of some Sixth Form teaching for suitable applicant.

Applications and experience, and the names and addresses of two referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (50645) 182824

CLWYD

HOWELL'S SCHOOL
Denbigh, Clwyd LL16 3EN

An Independent Boarding School for girls with 320 pupils aged from 11 - 18

We require for September 1984 a graduate Historian to teach History throughout the School to 'A' Level. A willingness to take part in the general life of this residential school is important. Scale 1 post.

Applications in writing with names and addresses of two referees to the Headmaster at the above address. (54663) 182824

KENT

SUTTON VALENCE SCHOOL
Sutton Valence, nr. Maidstone
HMC: 350 pupils (co-ed since September 1983)
Required for September 1984 an Honours Graduate to teach History throughout the school. The successful candidate will be expected to play a full part in developing new courses within the Department and will be considered for promotion to Head of Department within two years.
A willingness to make a significant contribution to extra-curricular activities will be an important consideration in making the appointment.
The salary will be Burnham plus Sutton Valence allowance. Bachelor accommodation may also be provided.
Applications, with c.v. and names of two referees, to the Headmaster. (54986) 182824

LONDON

SYDENHAM HIGH SCHOOL
G.P.D.S.T.
19 Westwood Hill, London SE26 6BL
Required for September, 1984 HISTORY graduate, able to teach to 'O' and 'A' level and to assist in the teaching of English/Latin in the Middle School.
Please apply by letter, enclosing a curriculum vitae, and names and addresses of two referees to The Headmistress. (54772) 182824

OXFORDSHIRE

KINGHAM HILL SCHOOL
Oxon

SHMIS, GBA

Required for September 1984 Experienced Graduate to teach History to 'A' level/University entrance. Scale 2 vacancy offered in conjunction with Housemastership - see separate announcement under 'Pastoral'.

Kingham Hill School, situated between Stow on the Wold and Chipping Norton, is a Christian foundation, boys boarding school, ages 11 - 18, 250 on roll, many of these financed, through boarding need, by Kingham Hill Trust or by other charities.

Details from, and applications to, the Warden, Kingham Hill School, Kingham, Oxon OX7 6TH (060 871 218). (57124) 182824

WARWICKSHIRE

WARWICK SCHOOL

(Independent; HMC; Assisted Places; 800 boys 11 - 18 yrs)

Required for September 1984 a graduate HISTORIAN to teach up to and including Scholarship level. An opportunity to teach Political Studies is available, as also is some work in the English department. Assistance with activities and games, particularly Hockey and Cricket, is desirable.

Salary is Burnham plus Warwick School allowance with scale post according to experience.

Further details may be obtained from the Headmaster's Secretary.

Applications should be addressed to the Headmaster giving details of qualifications and experience together with the names, addresses and telephone numbers of two referees.

Warwick School, Myton Road, Warwick CV34 6PP. Tel. Warwick (0926) 492484. (54775) 182824

Home Economics

Heads of Department

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford
(Independent Day and Boarding School for 550 girls aged 5 - 18)
Required for September 1984, a HEAD OF HOME ECONOMICS to be responsible for the teaching of the subject throughout the Senior School.
Suitably qualified and experienced teachers are invited to contact the School Secretary for details of this post. (65578) 183018

Other Assistants

DEVON

WEST BUCKLAND SCHOOL
Barnstaple, N. Devon

As part of the full development of co-education there will be a vacancy in September 1984 for a specialist in domestic science, with particular interest in food and nutrition.

The ability to teach another subject and a lively enthusiasm for out of school activities will be important considerations.

Salary: Burnham plus additional allowance.

Apply by letter enclosing curriculum vitae and names of two referees to the Headmaster. (54463) 183024

KENT

KENT COLLEGE
Pembury

Independnet, Boarding and Day (under Board of Management of Methodist Schools)

370 girls 11 - 18

Required for September 1984, a fully qualified teacher of HOME ECONOMICS, able to teach both Needlwork and Cookery throughout the School to Ordinary and Advanced level. Ability to offer any other crafts an advantage. It is hoped that the person appointed will be willing to share fully in extra curricular activities, especially at week ends, and time off will be given during the week in lieu of weekend duties. Salary Burnham Scale 1.
The post may be resident. Family and single accommodation is available.

Applications, together with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Kent College, Pembury, Tunbridge Wells, Kent TN2 4AX. (54065) 183024

Mathematics

Heads of Department

BERKSHIRE

ST. JOSEPH'S SCHOOL
Upper Redlands Rd., Reading, Berkshire
(Girl's Independent Day School, 450 pupils, 80 in Sixth Form)
HEAD OF MATHEMATICS DEPT. required for September 1984.
A well qualified and experienced graduate to teach traditional Maths up to University level.
Appropriate Burnham Scale.
Application form and further details available from Headmistress. Tel: Reading 661000. (54394) 183418

HAMPSHIRE

LORD MAYOR TRELOAR COLLEGE
Head of Mathematics Department
Required from 1st September, 1984, in this non-maintained special boarding school for 270 physically handicapped boys and girls with a normal range of intelligence, aged 9 to 19. Applicants should be well qualified and have the ability to teach to C.S.E., G.C.E. 'O' level and provide coaching for 'A' level candidates who attend Alton Tertiary College.
Excellent opportunities for curriculum development.
Scale 3 (S), £8,142 - £11,352. Additional £747 for extra duties.
Accommodation may be available at a reasonable charge.
Foolscap s.a.e. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (54149) 183418

LONDON

WESTMINSTER CATHEDRAL CHOIR SCHOOL
Requires Mathematician.
Please see Preparatory Schools' section. (54915) 183418

STAFFORDSHIRE

STAFFORD INDEPENDENT GRAMMAR SCHOOL

Required in September, Graduate to teach MATHEMATICS and COMPUTING in this small but rapidly expanding school. Ability to help with games and out of school activities essential.

Apply with CV and referees to: J.R. Garrood, M.A., Ph.d. (Cantab) Headmaster, Stafford Independent Grammar School, Burton Manor, Stafford ST18 9AT. (57135). 183418

INDEPENDENT MATHS
continued

Other Assistants

BEDFORD

BEDFORD MODERN SCHOOL

H.M.C. INDEPENDENT - 1150 boys

Required for September 1984 a graduate to teach MATHEMATICS throughout the school.

An ability to help with extra-curricular activities, particularly Rowing or Rugby would be a help, but applicants are asked to state their own interests.

Salary on the Burnham Scale by negotation. Help with school fees and private medical insurance available.

Further details of the post may be obtained from the Headmaster, to whom applications with the names of two referees should be addressed (no forms) at Bedford Modern School, Manton Lane, Bedford MK41 7NT. Bedford 64331. (54606) 183424

BERKSHIRE

PANGBOURNE COLLEGE

HMC Boys boarding and day

Required for September 1984 a young graduate to teach Mathematics and Computer Studies to O level. A level teaching is also available in either subject. Excellent computer facilities already established.

Ability to coach ball games or rowing or sailing an additional recommendation. Accommodation available.

Applications with full curriculum vitae and names and addresses of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54460) 183424

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX
(360 girls, aged 11 - 18, 100 in Sixth Form)
Assistant Mathematics teacher required for September 1984 to join strong and successful department, teaching to 'A' level and university entrance.
Further details on receipt of a s.a.e.
Apply in writing to the Headmistress giving a full c.v. and the names and addresses and telephone numbers of 2 referees, by Monday 12th March, 1984. (54462) 183424

BOURNEMOUTH

WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian Foundation, 340 girls 11 - 18 yrs. Boarding and Day)
Required for SEPTEMBER 1984 teacher of MATHEMATICS throughout the school up to A-level. Interest in introducing Computer Studies an advantage. Salary (Burnham) by negotiation.
Applications with names, addresses and telephone numbers of 2 referees to the Headmistress from whom further details are available.
Wentworth Milton Mount, College Road, Bournemouth BH5 2DY. (54988) 183424

BRECON

CHRIST COLLEGE
(HMC - 290 Boys)
Required for September 1984 a Graduate to teach MATHEMATICS throughout the School to A-Level. Extra-curricular contributions will be essential; school accommodation may be available. Own salary scale above Burnham.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG (0874 3359). (54153) 183424

CARDIFF

HOWELL'S SCHOOL
Llandaff
In association with GPDST
520, 11 - 18, girls' grammar
Required for September 1984 good honours graduate in Mathematics to share in the teaching throughout the school to A level and Oxbridge. Ability to teach A level Statistics essential.
Apply to the Headmistress in writing (no forms) giving full curriculum vitae and names and addresses of two referees. (57910) 183424

CHESHIRE

ST. AMBROSE COLLEGE
Hale Barns, Altrincham, Cheshire
R.C. Indpendent Grammar School for Boys
Required for September 1984, graduate to teach Mathematics to 'A' level. Ability to assist with Games and Computer work is an added qualification. Burnham scale according to qualifications and experience.
Applications with curriculum vitae and names and addresses of two referees to the Head Master. (65150) 183424

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex
A co-educational school - entry at 13 plus - predominantly boarding - numbers approaching 300 - including substantial and growing Sixth Form.
We require for September a teacher of MATHEMATICS to 'O' and 'A' level. Candidates who can offer Physics as a subsidiary subject would be given special but not exclusive consideration. He/She will be able to add significantly to a very wide programme of extra curricular activities and particular but not exclusive interest would be taken in those with the ability to take a major role in the area of girls' games. A position of responsibility within one of the boarding houses would be available and thus the post could be residential.
Applications, with full c.v. and names, addresses and telephone numbers of 2 referees to THE HEADMASTER. (54465) 183424

ESSEX

FELSTED SCHOOL
Required for September 1984, a graduate to teach MATHEMATICS throughout the school. The school has a large mathematics department, preparing 40-50 candidates a year for A-level, and extensive computing facilities. A willingness to play a part in the extra-curricular activities of a boarding school is desirable. Accommodation available. Felsted salary scale.
Further details may be obtained from, and applications (with the names of two referees) should be sent to The Headmaster, Felstead School, Dunmow, Essex. (54398) 183424

EXETER

THE MAYNARD SCHOOL

(Selective day school: 500 girls, 100 in VI Form)

Required for SEPTEMBER 1984 a graduate with a good Honours degree in Mathematics and appropriate teaching qualifications, to take the subject throughout the school with the possibility of University entrance and scholarship work. University of London GCE examinations are taken, following Syllabus B at Ordinary and Advanced Level, with Pure Mathematics and Applied Mathematics taught as separate subjects. Computing is developing in the school, and applicants should be qualified to contribute to Computer Studies at all levels. The post is Scale 1 Burnham, with the prospect of promotion Scale 2.

Apply by letter to the Headmistress as soon as possible, enclosing details of two referees. (54729) 183424

GLASGOW

KELVINSIDE ACADEMY

(H.M.C.; Grant-Aided; Day, 710 Boys)

A TEACHER OF MATHEMATICS to S.C.E. Higher and C.S.Y.S./A-level required for August 1984. Salary above national scale. Willingness to help with games, C.C.F. or other activities would be an additional recommendaiton. Newly qualified applicants will be considered.

Applications, with full curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 OSW. (65779) 183424

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
Cheltenham
H.M.C., Co-educational, Boarding and Day
(247 boys, 171 girls, 13 - 18)
Requires in SEPTEMBER 1984 a MATHEMATICIAN to teach throughout the School up to 'A' level and Oxbridge Entrance standard. Willingness to help with games and extra-curricular activities would be an advantage.
The School has its own salary scale.
Apply with curriculum vitae and the names of two referees to the Headmaster, Dean Close School, Cheltenham, Glos. GL51 6HE, from whom further details may be obtained. (65190) 183424

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL
C. of E. 450 girls over 11, 110 in Sixth Form
Required for September 1984, graduate to teach Mathematics, including C.S.E. and S.M.P. TO O.Level. Must be competent to teach A Level and university entrance. Department of five. Interest in the teaching of computer programming strong recommendation and Statistics to O.Level welcome. Burnham Scale, Government Superannuation and London Fringe Allowance.
Applications with full details and names and addresses of two referees to the Headmistress from whom further particulars are available. (54357) 183424

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts, WD6 3BT

Independent Day School. 750 in Main School, 220 in Sixth Form

Required for September 1984, Honours Graduate to teach Mathematics throughout the School to Advanced Level and University Entrance.

Burnham Scale 1 or 2, plus generous London Allowance.

Apply to the Head Mistress with curriculum vitae and names of referees. (54027) 183424

IPSWICH

ST. JOSEPH'S COLLEGE
Ipswich

Independent RC Boarding, Sixth Form 150

Required for September 1984: Well qualified graduate to teach Mathematics throughout the school. This post may be suitable for newly qualified teacher. (54091) 183424

ITALY

ROME
Well qualified Mathematics Teacher required for September 1984.
See overseas appointments for details. (57924) 183424

LONDON

DULWICH COLLEGE
London SE21 7LD

Required for September 1984, a graduate Mathematician to teach throughout the school. Willingness to assist with games or other extra curricular activities will be an advantage. The College has its own salary scales which are above Burnham.

It is likely that accommodation would be provided for a married person requiring it. A bachelor prepared to undertake Boarding House Tutor duties would be given free accommodation.

Applications, as soon as possible, including c.v. and the names, addresses and telephone numbers of two referees, to the Master, from whom further particulars may be obtained. (65186) 183424

LONDON

MORE HOUSE SCHOOL
22-24 Pont Street, London SW1

Catholic Independent G.S.A. School, 240 girls 11 - 18

Required for September, graduate to share in the teaching of Maths and Computer Studies with plenty of opportunity for 6th Form work. Burnham Scale 1 and Inner London Allowance.

Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of two referees. (54992) 183424

KING EDWARD VI SCHOOL SOUTHAMPTON

(HMC: 850 Pupils: 230 in Sixth Form)

Required from September 1984

AN ASSISTANT TEACHER OF MATHEMATICS

In a Large Department

Ability to teach some Computing an advantage.

For full details please apply to the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP.

Applications should be sent together with curriculum vitae and the names and addresses of two referees to reach the School by 5 March 1984. (2950)

LONDON

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls Public Day School Trust
Wavertree Road, London SW2 3SR
(2 form entry).
Required September, full or part-time, lively and enthusiastic Hons. graduate to teach Mathematics up to Advanced level. Some junior physics. Scale I plus Inner London Allowance £987.00.
Apply by letter to the Headmistress, with curriculum vitae, names of referees and S.A.E. (54022) 183424

MIDDLESEX

Harrow, Middx. Independent secondary school for boys requires, September, teacher of Mathematics up to "O" level G.C.E. and C.S.E. Some "A" level work may be available.
Apply with c.v. and names of two referees to The Headmaster, Buckingham College, Hindes Road, Harrow, Middx. HA1 1SH. (54169) 183424

NEWCASTLE UPON TYNE

CENTRAL NEWCASTLE HIGH SCHOOL
G.P.D.S.T.
Eskdale Terrace, Newcastle upon Tyne NE2 4DS
Required for the Summer or Autumn term, 1984. Graduate, full-time teacher of Mathematics to teach up to Advanced Level. Ability to teach Physics and/or some Computing at a Junior level would be an advantage.
Applications in writing to include curriculum vitae, copies of two testimonials, names, addresses and status of two referees to be sent to the headmistress as soon as possible.
Applications for a temporary post for the Summer Term will be of interest. (54458) 183424

OLDHAM

THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancs, OL8 4BX
(Tel: 061-624 2523)
(500 girls, 110 in Sixth Form)
Required for September an experienced graduate to teach MATHEMATICS throughout the school to Advanced and university entrance level. Salary: Burnham Scale according to age and experience.
Please apply to the Headmistress. (54155) 183424

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls
Required for September 1984, a GRADUATE to teach MATHEMATICS to A-level. There are currently over 100 pupils studying Mathematics in the Sixth Form. Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (54740) 183424

Modern Languages

Heads of Department

STAFFORDSHIRE

STAFFORD INDEPENDENT GRAMMAR SCHOOL

Required in September, Graduate to teach FRENCH and GERMAN in this small but rapidly expanding school. Ability to help with games and out of school activities essential.

Apply with CV and referees to: J.R. Garrood, M.A., Ph.D. (Cantab), Headmaster, Stafford Independent Grammar School, Burton Manor, Stafford ST18 9AT. (57133) 183618

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (55240) 183618

Other Assistants

BERKSHIRE

THE ABBEY SCHOOL
Reading

Independent

FRENCH GRADUATE required in September 1984 to teach throughout the school to University entrance standard. Burnham Scale according to qualifications and experience.

Please apply to the Headmistress with full curriculum vitae. (54498) 183624

BERKSHIRE

DOLPHIN SCHOOL requires a graduate English teacher.
Please see main advertisement under Preparatory Schools, other than by subject, other Assistants. (54283) 183624

BRIGHTON

ROEDEAN SCHOOL
Brighton

Required September, 1984 Honours Graduate in FRENCH for full-time teaching post in the Junior House (9½ - 12) and the Middle School (up to O level). Salary: Burnham Scale, depending on qualifications and experience. Accommodation available if required.

Apply with full curriculum vitae and names and addresses of TWO academic referees to School Secretary, Roedean School, Brighton BN2 5RQ. (50649) 183424

BRISTOL

QUEEN ELIZABETH'S HOSPITAL
(HMC, ex-DG: 440 boys, day and boarding: 110 in sixth form)
Required for September, 1984, a teacher of FRENCH to A level. Burnham scale 1 or 2 according to experience. Help with games, etc., an added recommendation.
Single accommodation in return for boarding duties may be available.
Full particulars from and applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (54331) 183624

EAST SUSSEX

ANCASTER HOUSE SCHOOL
Penland Road, Bexhill-on-Sea
(Boarding and Day Girls 5 - 18)
Required for September a qualified graduate TEACHER of GERMAN to teach the subject to 'A' level. This is a part-time post (approx. 2/3 timetable) but might be combined with another subject or with responsibility as a residential housemistress. Burnham salary.
Applications including c.v. and names of two referees should be sent to the Headmistress. (54368) 183624

HEREFORD & WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS. 150 in Sixth Form)
YOUNG GRADUATE LINGUIST (French and one other language) required in September 1984 to fill a vacancy created by promotion to an Headship of Department.
Remuneration above Burnham Scale 2. Accommodation available to a single person of either sex. Married candidates will be offered a living-out allowance in lieu.
Further details from and applications with the names of two confidential referees to: The Headmaster, Bromsgrove School, Worcs, B61 7DU. Tel: (0527) 32774. (54136) 183624

KENT

THE KING'S SCHOOL
Canterbury
Teacher of Spanish, preferably with subsidiary French, required as soon as possible. Applications are invited for employment between now and July, and/or September. The post is available in the first instance until July 1985.
Applications, including curriculum vitae, to the Headmaster giving the names and addresses of two referees. (54446) 183624

LEICESTERSHIRE

RATCLIFFE COLLEGE
Syston, Leicestershire LE7 8SG
Day boys and girls 11 - 18
Boarders: boys 13 - 18 girls 6th form only
Required for September 1984, a graduate (male or female) to teach French up to A Level. A suitably experienced and qualified candidate could be considered for the post of Head of Department. The ability to teach some German would be an advantage. The successful applicant will be expected to assist with the extra-curricular activities of a boarding school. Salary - Burnham scale according to age and experience.
Applications with curriculum vitae, in writing, to the Headmaster, as soon as possible, giving the names and addresses of two referees. (54412) 183624

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens
Required for September 1984, qualified graduate to teach Spanish to 'A' level with some French. This is a temporary appointment, one term, to cover for maternity leave; but there is a very strong possibility that the post will be available on a permanent basis from January 1985.
Apply by letter to the Headmistress enclosing a curriculum vitae and the names and addresses of two referees. (54212) 183624

LONDON SE22

JAMES ALLEN'S GIRLS SCHOOL
East Dulwich Grove, SE22
Required as soon as possible - a well-qualified graduate to share in the teaching of FRENCH throughout the school to Advanced and Scholarship Levels. Training and experience are desirable.
Salary: According to experience. JAGS scale (Burnham plus) with Inner London Addition.
Apply with full curriculum vitae and the names and addresses and telephone numbers of two referees to the Head Mistress. (54674) 183624

LONDON

MILL HILL SCHOOL
London NW7

Tel: 01-959 1176

REQUIRED FOR SEPTEMBER 1984 a well qualified graduate to teach French to A and S level. The successful applicant will have a substantial element of Sixth Form work and will be willing to play an active role in an enterprising department. Help with extra-curricular activities will also be welcomed. Accommodation available.

Applications giving details of qualifications and experience, together with the names and addresses of two referees should be sent as soon as possible to the Head Master from whom further particulars may be obtained. (54363) 183624

SOMERSET

MILLFIELD JUNIOR SCHOOL
FRENCH & GERMAN TEACHER
See main Ad under Preparatory Schools. (54803) 183624

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire

Independent Boarding School for 520 girls, 150 in the Sixth form

Required for September 1984 an experienced graduate teacher of Spanish to be responsible for the teaching of Spanish throughout the school to University Entrance level, in a large and flourishing Modern Languages department with high academic standards. Burnham Scale as appropriate.

Applications with copies of testimonials, if available and names and addresses of two referees to the Headmistress. (54411) 183624

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984

HEAD OF MODERN LANGUAGES

to teach French to A and University level. Ability to teach a second Modern Language, preferably Italian or Russian, is desirable. French, German, Russian, Spanish and Italian are taught. Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (2880)

INDEPENDENT EDUCATION
continued

Music

Heads of Department

KENT

BEDGEBURY SCHOOL
(G.S.A., 370 girls, mainly boarders)
requires for September 1984 a fully-qualified and experienced DIRECTOR OF MUSIC. Salary at least Burnham 3. Residential post available if required.
Music plays a major part in the life of the school. There are three choirs and an orchestra. There is an Assistant Director who supervises music at Lower School (age-range 8 to 13) and there is a large peripatetic staff.
Letters of application together with full curriculum vitae and names and addresses of at least two referees should be sent immediately to the Headmaster, Bedgebury School, Bedgebury Park, Goudhurst, Cranbrook, Kent TN17 2SH from whom further details are available. (54410) 183818

LONDON

ELTHAM COLLEGE
HMC: Formerly D.G. 11 - 18
Day and Boarding
Required for September 1984 a well-qualified experienced specialist as DIRECTOR OF MUSIC. Scale 3 to teach throughout the school to 'O' and 'A' - level, to have overall responsibility for visiting instrumental teachers and to forge close links with music in Eltham College's Junior School. The person appointed will be expected to make a significant contribution to extra-curricular music and to encourage talent and public performance whenever appropriate. Experience in choral and orchestral music is essential, combined with an enthusiasm to develop music throughout the community. Ideal post for inspiring teacher and music-lover.
Applications including a curriculum vitae and the names of two referees to Headmaster, Eltham College, London SE9 4QF. (54364) 183818

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

Assistant Director of Music required for September 1984 to teach class music throughout Junior and Senior schools up to A-level, and also some instrumental teaching and extra-curricular choral/orchestral work. A keyboard specialist is preferred, and the ability to teach a second instrument (orchestral) would be an advantage. Applicants must be graduates, but consideration will be given to candidates applying for their first post. Salary (above Burnham) will be according to qualifications and experience.

Please address letters of application with full curriculum vitae and the names of two referees to The Headmaster.

CLOSING DATE: 9TH MARCH 1984. (54245) 183824

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, nr. Basingstoke
(Independent Girls Boarding School - 163 pupils 11 - 18)
Required September 1984 full-time assistant music graduate mainly to teach piano and some violin/cello. Some class teaching may be available. An interest in choirs and chapel music would be an advantage. Resident preferred. The department consists of three full-time and ten part-time teachers and is very active in school life. There is a new music wing. Burnham Scale.
Applications with details of training and experience and names of two referees should be sent to the Headmistress by 2nd MARCH. (54990) 183824

HEREFORD AND WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS 700 boys and girls, 8 - 18; 150 in Sixth Form)
Required in September, 1984 an ASSISTANT DIRECTOR OF MUSIC. Remuneration above Burnham Scale 2. Single accommodation available to applicants of either sex. For married candidates a living-out allowance is payable in lieu.
Further details and application forms from Headmaster, Bromsgrove School, B61 7DU. (0527) 32774. (65033) 183824

ITALY

ROME
Well qualified Music/Drama Teacher required for September 1984.
See Overseas appoints for details. (57922) 183824

NORTH YORKSHIRE

HARROGATE COLLEGE

Public Independent School for Girls

(445, mainly boarding)

MUSICIAN full-time (Burnham Scale 1) offering piano and (preferably) oboe, and some class work for September 1984.

Further details from the Secretary to the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (Tel: Harrogate (0423) 504543). (54243) 183824

NOTTINGHAMSHIRE

TRENT COLLEGE
Long Eaton, Nottingham
(HMC 580 pupils aged 11 - 18, of whom 310 are boarders, 190 in VI Form, including 50 girls).
Required for September 1984 a graduate and versatile Musician to join a Department of 3 full-time and 12 part-time Musicians who train and supervise several Orchestras, Bands and Ensemble groups. The post will involve class teaching and a range of woodwind instruction, also direction of Bands and Ensembles at both Senior and Junior levels. If appropriate there is a resident House Tutorship available in this predominantly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees please. (54672) 183824

WEST SUSSEX

Required in September for the Junior School of Ardingly College a Violinist/Viola player to be a full time member of the Common Room and be responsible under the Director of Music for Instrumental Music. The person appointed will be required to run the Orchestras, Bands, Chamber Music and Musical Productions. We require a particular emphasis on the development of string playing.

Further details from: The Master of Junior School, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. Tel: 0444 892279. (54623) 183824

BLUNDELL'S SCHOOL
Tiverton, Devon

(450 pupils 13–18, 45 girls in Sixth Form)

requires a

DIRECTOR OF MUSIC

for September 1984.

Full details can be obtained from Blundell's School, Tiverton, Devon EX16 4DN. Interested musicians are invited to ring the Head Master, John Rees, on 0884 252543 for a preliminary discussion. (2978)

Pastoral

Other Assistants

BRISTOL

BADMINTON SCHOOL
Bristol

GSA 300 girls 7 - 18

Full time Resident Housemistress of the Junior School is required in April or September to take charge of 50 boarder girls age 7 - 11. The job requires experience with firmness, warmth and good humour.

Apply to the Headmaster in writing please with the names of two referees. (54643) 184024

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a graduate part-time teacher of Religious Studies who would be able to teach up to 'A' Level. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae, should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a part-time teacher of Commerce and Business Studies for a new department to be established from September. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae should be addressed to THe Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54375) 184024

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth, Herts. SG6 3JZ

Tel: 04626 79301

One of the country's oldest coeducational schools that provides an informal, purposeful and fast developing community for 450 children aged 2½ - 18.

RESIDENT HOUSEPARENTS

(Joint appointment with effect from September 1984).

A happily married couple is needed for the considerable but rewarding task of running a boarding house for 35 boys and girls aged 13 - 16. They will share between them a teaching timetable (Maths, English or French the preferred subjects but any considered) together with responsibility for pastoral welfare and domestic arrangements. Burnham salary with substantial supplement together with free family accommodation and other benefits, including greatly reduced fees for staff children.

Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and naming three referees. (54471) 184024

KENT

RESIDENT HOUSEMISTRESS for independent boarding school wanted in September for pastoral care and supervisory duties with approximately 100 girls aged 12 - 15. Teaching or non-teaching post. Free accommodation in term-time.
Application by form only, available, with further details, from School Secretary, West Heath, Sevenoaks, Kent, on receipt of s.a.e. (57912) 184024

NORTH YORKSHIRE

An experienced RESIDENT HOUSE MISTRESS required by small, independent convent boarding school to take up appointment in the Summer Term. The post involves assisting with the care of boarders out of school hours and includes evening and weekend duties. We are looking for a person with a genuine liking for teenagers: intelligent and mature who will share the christian ethos of the school. Part-time teaching available for suitably qualified applicants.

For further details apply in writing giving Curriculum Vitae and names and addresses of two referees to: The Headmistress, Convent of the Assumption, Richmond, North Yorkshire DL10 4EP. (54093) 184024

OXFORDSHIRE

WYCHWOOD SCHOOL
74 Banbury Road, Oxford
160 girls aged 11 - 18, 80 Boarders
Required for Trinity term, 1984 or Michaelmas 1984 a resident teaching housemistress to help supervise a boarding house of 40 girls. Resourcefulness and adaptability essential. A self-contained flat is available. Please state subjects offered. Junior 11 - 13 yrs. French or English or maths preferred.
Apply in writing, giving names and telephone numbers of two referees, to the Headmistress at the school. (54384) 184024

OXFORDSHIRE

KINGHAM HILL SCHOOL
Oxon

SHMIS, GBA

Applications are invited from a husband and wife team for the joint appointment as Housemaster/Housematron in one of the six boarding houses. Responsibility for 35 boys aged 13 - 18. Very attractive, modernised 4 bedroom flat as integral but distinct part of independent boarding house. Rent, rates etc. free. Vacancy is offered in conjunction with History post, see separate announcement under 'History'.

Kingham Hill School, situated between Stow on the Wold and Chipping Norton is a Christian foundation, boys boarding school, ages 11 - 18, 250 on roll, many of these financed, through boarding need, by Kingham Hill Trust or by other charities.

Details from and applications to: The Warden, Kingham Hill School, Kingham, Oxon OX7 6TH (060 871 218). (57125) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Required for the Summer Term only because of sickness a HOUSEMISTRESS to be fully responsible for one of four boarding houses for 50 girls 11 - 18. A sympathetic understanding of young people essential and previous experience of residential work highly desirable. Excellent married accommodation. Salary negotiable. The post could be combined with some junior English teaching.
Applications to the Headmistress, giving names and addresses of two referees. (54500) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Required for September 1984 a Housemistress to take full responsibility for a boarding house of 50 girls, 11 - 18. A mature and sympathetic understanding of young people and a willingness to make a full contribution to school life are essential. Previous residential experience highly desirable. No nursing or catering. Some teaching could be arranged. Excellent married accommodation and full board in term time. Salary according to qualifications and experience.
Applications to the Headmistress with names and addresses of two referees. (57402) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury

(Independent Boarding and Day School for 300 girls aged 11 - 18)
Resident Assistant Housemistress required in April 1984 to help Housemistress with the organisation of a boarding house for 50 girls aged 11 - 18 and to share in the pastoral responsibility. Must be capable of assuming full responsibility during Housemistress's time off. Not a teaching post but might suit a young teacher seeking experience of school work. Excellent single accommodation and full board during term time. Salary according to age and experience.
Applications to Headmistress with names and addresses of two referees. (57403) 184024

Physical Education

Heads of Department

CHESHIRE

THE QUEEN'S SCHOOL
Chester
Independent
A well qualified teacher is required for September, 1984 as HEAD OF THE PHYSICAL EDUCATION DEPARTMENT (Scale 2) to be responsible for the subject throughout the Junior and Senior Schools (girls 8 - 18). Candidates should have a strong interest in lacrosse and tennis. The school has its own indoor heated swimming pool, games field and modern gymnasium. There is a wide range of activities at Sixth Form level.
Please send all letters of application, with full curriculum vitae and the names and addresses of two referees, to the Head Mistress at the school, City Walls Road, Chester CH1 2NN. (54455) 184218

GLOUCESTERSHIRE

WESTONBIRT SCHOOL
Tetbury

Required in September 1984 HEAD OF PHYSICAL EDUCATION with special interest in Lacrosse and Tennis and including Swimming, Gymnastics or Dance.

Flat or cottage accommodation available if required.

Salary Burnham Scale 3.

Apply with full curriculum vitae and names and addresses of two referees to Headmaster. (54388) 184218

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

There will be a vacancy in September 1984 for a teacher of Physical Education with specialist qualifications in two sports, with a preference for rugby and cricket, and an academic subject. Salary (above Burnham) will be according to qualifications and experience. This post would be suitable for a first time applicant.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 9TH MARCH 1984. (54295) 184224

CUMBRIA

ST. BEES SCHOOL
Cumbria

Required for September 1984 an enthusiastic and well qualified specialist to be responsible for GIRLS' P.E. and the organisation of GIRLS' GAMES.

The main winter games for girls are hockey and netball (new multi-purpose games area); summer sports include athletics, swimming, tennis and rounders.

Applicants should also be qualified to teach an academic subject to junior forms and should state the subject(s) offered.

The School is co-educational; there are 380 pupils aged 11 - 18, of whom 140 are girls.

Apply with curriculum vitae and the names of two referees to The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (54021) 184224

DEVON

WEST BUCKLAND SCHOOL
Barnstaple, N. Devon

As part of the full development of co-education there will be a vacancy in September 1984 for a specialist for girls' games, with particular interest in gymnastics, hockey, netball and swimming. The ability to teach another subject and a lively enthusiasm for out of school activities will be important consideration.

Salary: Burnham plus additional allowance.

Apply by letter enclosing curriculum vitae and names of two referees to the Headmaster. (54464) 184224

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
There will be a vacancy in September 1984 for an assistant in the Physical Education department. Candidate with special interest in lacrosse and dance preferred, but this is a post offering a wide scope of activities. Non resident.
Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (53157) 184224

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth, Herts. SG6 3JZ

Tel: 04626 79301

One of the country's oldest coeducational schools that provides an informal, purposeful and fast developing community for 450 children aged 2½ - 18.

TEACHER I/C GIRLS PE AND GAMES (with effect from September 1984).

We are looking for an energetic teacher with good Lacrosse who is keen to join a lively department that offers a wide range of sports and outdoor activities. Resident house tutorship a possibility.
Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and naming three referees. (54472) 184224

LONDON

CITY OF LONDON SCHOOL

Required for the summer term 1984 only on a temporary appointment, a qualified PE teacher. Experience in teaching swimming an advantage, and any summer term sports.

Applications, with a curriculum vitae and the names of two referees, to the Headteacher, City of London School, Victoria Embankment, London EC4Y 0DL. (54277) 184224

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner

Independent Day School for Girls

400 pupils (7 - 18)

Required for the Summer Term, a teacher of Physical Education. This is a permanent post.

Applications for a temporary post, for the Summer Term only, would be considered. Salary Burnham scale 1 plus O.L.A.

Apply in writing to the Headmistress, enclosing curriculum Vitae and names of two referees. (54260) 184224

NORTHAMPTONSHIRE

OUNDLE SCHOOL

A vacancy has suddenly arisen from illness for a Superintendent of the School's 30 yd. swimming pool. The successful candidate will also be expected to undertake Swimming Coaching. The vacancy will initially be for 9 months, but there is the possibility of a permanent post emerging.

Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees should be sent to:- The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN by Monday 5th March, 1984. (54042) 184224

ST. MARGARET'S SCHOOL, BUSHEY
September 1984

Applications are invited for a

Residential Housemistress

with responsibility for the Lower School where there are one hundred and twenty girls aged 11–13.

A mature person with appropriate experience is sought. Ability to teach her specialist subject to 'A' level in the Senior School would be a decided advantage. Preferred subjects are Religious Studies or English but other subjects would be considered. The salary is Burnham Scale 3 with London Fringe Allowance.

Applications, stating subjects offered, together with a curriculum vitae, should be addressed to the Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT Tel: 01-950 1548. (9091)

INDEPENDENT MATHS

continued

Other Assistants

BEDFORD

BEDFORD MODERN SCHOOL

H.M.C. INDEPENDENT - 1150 boys

Required for September 1984 a graduate to teach MATHEMATICS throughout the school.

An ability to help with extra-curricular activities, particularly Rowing or Rugby would be a help, but applicants are asked to state their own interests.

Salary on the Burnham Scale by negotation. Help with school fees and private medical insurance available.

Further details of the post may be obtained from the Headmaster, to whom applications with the names of two referees should be addressed (no forms) at Bedford Modern School, Manton Lane, Bedford MK41 7NT. Bedford 64331. (54606) 183424

BERKSHIRE

PANGBOURNE COLLEGE

HMC Boys boarding and day

Required for September 1984 a young graduate to teach Mathematics and Computer Studies to O level. A level teaching is also available in either subject. Excellent computer facilities already established.

Ability to coach ball games or rowing or sailing an additional recommendation. Accommodation available.

Applications with full curriculum vitae and names and addresses of two referees to The Headmaster, Pangbourne College, Reading RG8 8LA, from whom further details may be obtained. (54460) 183424

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading RG4 0DX
(360 girls, aged 11 - 18, 100 in Sixth Form)
Assistant Mathematics teacher required for September 1984 to join strong and successful department, teaching to 'A' level and university entrance.
Further details on receipt of a s.a.e.
Apply in writing to the Headmistress giving a full c.v. and the names and addresses and telephone numbers of 2 referees, by Monday 12th March, 1984. (54462) 183424

BOURNEMOUTH

WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian Foundation, 340 girls 11 - 18 yrs. Boarding and Day)
Required for SEPTEMBER 1984 teacher of MATHEMATICS throughout the school up to A-level. Interest in introducing Computer Studies an advantage. Salary (Burnham) by negotiation.
Applications with names, addresses and telephone numbers of 2 referees to the Headmistress from whom further details are available.
Wentworth Milton Mount, College Road, Bournemouth BH5 2DY. (54988) 183424

BRECON

CHRIST COLLEGE
(HMC - 290 Boys)
Required for September 1984 a Graduate to teach MATHEMATICS throughout the School to A-Level. Extra-curricular contributions will be essential; school accommodation may be available. Own salary scale above Burnham.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG (0874 3359). (54135) 183424

CARDIFF

HOWELL'S SCHOOL
Llandaff
In association with GPDST 520, 11 - 18, girls' grammar
Required for September 1984 good honours graduate in Mathematics to share in the teaching throughout the school to A level and Oxbridge. Ability to teach A level Statistics essential.
Apply to the Headmistress in writing (no forms) giving full curriculum vitae and names and addresses of two referees. (57910) 183424

CHESHIRE

ST. AMBROSE COLLEGE
Hale Barns, Altrincham, Cheshire
R.C. Indpendent Grammar School for Boys
Required for September 1984, graduate to teach Mathematics to 'A' level. Ability to assist with Games and Computer work is an added qualification. Burnham scale according to qualifications and experience.
Applications with curriculum vitae and names and addresses of two referees to the Head Master. (65150) 183424

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, East Sussex
A co-educational school - entry at 13 plus - predominantly boarding - numbers approaching 300 - including substantial and growing Sixth Form.
We require for September a teacher of MATHEMATICS to 'O' and 'A' level. Candidates who can offer Physics as a subsidiary subject would be given special but not exclusive consideration. He/She will be able to add significantly to a very wide programme of extra curricular activities and particular but not exclusive interest would be taken in those with the ability to take a major role in the area of girls' games. A position of responsibility within one of the boarding houses would be available and thus the post could be residential.
Applications, with full c.v. and names, addresses and telephone numbers of 2 referees to THE HEADMASTER. (54465) 183424

ESSEX

FELSTED SCHOOL
Required for September 1984, a graduate to teach MATHEMATICS throughout the school. The school has a large mathematics department, preparing 40-50 candidates a year for A-level, and extensive computing facilities. A willingness to play a part in the extra-curricular activities of a boarding school is desirable. Accommodation available. Felsted salary scale.
Further details may be obtained from, and applications (with the names of two referees) should be sent to The Headmaster, Felsted School, Dunmow, Essex. (54398) 183424

EXETER

THE MAYNARD SCHOOL

(Selective day school: 500 girls, 100 in VI Form)

Required for SEPTEMBER 1984 a graduate with a good Honours degree in Mathematics and appropriate teaching qualifications, to take the subject throughout the school with the possibility of University entrance and scholarship work. University of London GCE examinations are taken, following Syllabus B at Ordinary and Advanced Level, with Pure Mathematics and Applied Mathematics taught as separate subjects. Computing is developing in the school, and applicants should be qualified to contribute to Computer Studies at all levels. The post is Scale 1 Burnham, with the prospect of promotion Scale 2.

Apply by letter to the Headmistress as soon as possible, enclosing details of two referees. (54729) 183424

GLASGOW

KELVINSIDE ACADEMY

(H.M.C.: Grant-Aided; Day, 710 Boys)

A TEACHER OF MATHEMATICS to S.C.E. Higher and C.S.Y.S./A-level required for August 1984. Salary above national scale. Willingness to help with games, C.C.F. or other activities would be an additional recommendaiton. Newly qualified applicants will be considered.

Applications, with full curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (65779) 183424

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
Cheltenham
H.M.C., Co-educational, Boarding and Day
(347 boys, 171 girls, 13 - 18)
Requires in SEPTEMBER 1984 a MATHEMATICIAN to teach throughout the School up to 'A' level and Oxbridge Entrance standard. Willingness to help with games and extra-curricular activities would be an advantage.
The School has its own salary scale.
Apply with curriculum vitae and the names of two referees to the Headmaster, Dean Close School, Cheltenham, Glos. GL51 6HE, from whom further details may be obtained. (65190) 183424

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL
C. of E. 450 girls over 11, 110 in Sixth Form
Required for September 1984, graduate to teach Mathematics, including C.S.E. and S.M.P. TO O.Level. Must be competent to teach A Level and university entrance. Department of five. Interest in the teaching of computer programming strong recommendation and Statistics to O.Level welcome. Burnham Scale, Government Superannuation and London Fringe Allowance.
Applications with full details and names and addresses of two referees to the Headmistress from whom further particulars are available. (54357) 183424

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT

Independent Day School, 750 in Main School, 220 in Sixth Form

Required for September 1984, Honours Graduate to teach Mathematics throughout the School to Advanced Level and University Entrance.

Burnham Scale 1 or 2, plus generous London Allowance.

Apply to the Head Mistress with curriculum vitae and names of referees. (54027) 183424

IPSWICH

ST. JOSEPH'S COLLEGE
Ipswich

Independent RC Boarding, Sixth Form 150

Required for September 1984; Well qualified graduate to teach Mathematics throughout the school. This post may be suitable for newly qualified teacher. (54091) 183424

ITALY

ROME
Well qualified Mathematics Teacher required for September 1984.
See overseas appointments for details. (57924) 183424

LONDON

DULWICH COLLEGE
London SE21 7LD

Required for September 1984, a graduate Mathematician to teach throughout the school. Willingness to assist with games or other extra curricular activities will be an advantage. The College has its own salary scales which are above Burnham.

It is likely that accommodation would be provided for a married person requiring it. A bachelor prepared to undertake Boarding House Tutor duties would be given free accommodation.

Applications, as soon as possible, including c.v. and the names, addresses and telephone numbers of two referees, to the Master, from whom further particulars may be obtained. (65196) 183424

LONDON

MORE HOUSE SCHOOL
22-24 Pont Street, London SW1

Catholic Independent G.S.A. School, 240 girls 11 - 18

Required for September, graduate to share in the teaching of Maths and Computer Studies with plenty of opportunity for 6th Form work. Burnham Scale 1 and Inner London Allowance.

Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of two referees. (54298) 183424

LONDON

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls Public Day School Trust
Wavertree Road, London SW2 3SR
(2 form entry).
Required September, full or part-time, lively and enthusiastic Hons. graduate to teach Mathematics up to Advanced level. Some junior physics. Scale I plus Inner London Allowance £987.00.
Apply by letter to the Headmistress, with curriculum vitae, names of referees and S.A.E. (54022) 183424

MIDDLESEX

Harrow, Middx. Independent secondary school for boys requires, September, teacher of Mathematics up to "O" level G.C.E. and C.S.E. Some "A" level work may be available.
Apply with c.v. and names of two referees to The Headmaster, Buckingham College, Hindes Road, Harrow, Middx. HA1 1SH. (54169) 183424

NEWCASTLE UPON TYNE

CENTRAL NEWCASTLE HIGH SCHOOL
G.P.D.S.T.
Eskdale Terrace, Newcastle upon Tyne NE2 4DS
Required for the Summer or Autumn term, 1984, Graduate, full-time teacher of Mathematics to teach up to Advanced Level. Ability to teach Physics and/or some Computing at a Junior level would be an advantage.
Applications in writing to include curriculum vitae, copies of two testimonials, names, addresses and status of two referees to be sent to the headmistress as soon as possible.
Applications for a temporary post for the Summer Term will be of interest. (54458) 183424

OLDHAM

THE HULME GRAMMAR SCHOOL FOR GIRLS
Chamber Road, Oldham, Lancs. OL8 4BX
(Tel: 061-624 2523)
(500 girls, 110 in Sixth Form)
Required for September an experienced graduate to teach MATHEMATICS throughout the school to Advanced and university entrance level. Salary: Burnham Scale according to age and experience.
Please apply to the Headmistress. (54165) 183424

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls
Required for September 1984, a GRADUATE to teach MATHEMATICS to A-level. There are currently over 100 pupils studying Mathematics in the Sixth Form. Accommodation available for a married or single person.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (54740) 183424

Modern Languages

Heads of Department

STAFFORDSHIRE

STAFFORD INDEPENDENT GRAMMAR SCHOOL

Required in September, Graduate to teach FRENCH and GERMAN in this small but rapidly expanding school. Ability to help with games and out of school activities essential.

Apply with CV and referees to: J.R. Garrood, M.A., Ph.D. (Cantab), Headmaster, Stafford Independent Grammar School, Burton Manor, Stafford ST18 9AT. (57133) 183618

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53240) 183618

Other Assistants

BERKSHIRE

THE ABBEY SCHOOL
Reading

Independent

FRENCH GRADUATE required in September 1984 to teach throughout the school to University entrance standard. Burnham Scale according to qualifications and experience.

Please apply to the Headmistress with full curriculum vitae. (54495) 183694

BERKSHIRE

DOLPHIN SCHOOL
requires a graduate English teacher.
Please see main advertisement under Preparatory Schools other than by subject, other Assistants. (54283) 183694

BRIGHTON

ROEDEAN SCHOOL
Brighton

Required September, 1984 Honours Graduate in FRENCH for full-time teaching post in the Junior House (9½ - 12) and the Middle School (up to O level). Salary: Burnham Scale, depending on qualifications and experience. Accommodation available if required.

Apply with full curriculum vitae and names and addresses of TWO academic referees to School Secretary, Roedean School, Brighton BN2 5RQ. (50649) 183424

BRISTOL

QUEEN ELIZABETH'S HOSPITAL
(HMC, ex-DG; 440 boys, day and boarding; 110 in sixth form)
Required for September, 1984, a teacher of FRENCH to A level. Burnham scale 1 or 2 according to experience. Help with games, etc., an added recommendation.
Single accommodation in return for boarding duties may be available.
Full particulars from and applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1JX. (54331) 183624

EAST SUSSEX

ANCASTER HOUSE SCHOOL
Penland Road, Bexhill-on-Sea
(Boarding and Day Girls 5 - 18)
Required for September a qualified graduate TEACHER of GERMAN to teach the subject to 'A' level. This is a part-time post (approx. 2/3 timetable) but might be combined with another subject or with responsibility as a residential housemistress. Burnham salary.
Applications including c.v. and names of two referees should be sent to the Headmistress. (54368) 183624

HEREFORD & WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS. 150 in Sixth Form)
YOUNG GRADUATE LINGUIST (French and one other language) required in September 1984 to fill a vacancy created by promotion to an Headship of Department.
Remuneration above Burnham Scale 2. Accommodation available to a single person of either sex. Married candidates will be offered a living-out allowance in lieu.
Further details from and applications with the names of two confidential referees to: The Headmaster, Bromsgrove School, Worcs, B61 7DU, Tel: (0527) 32774. (54136) 183624

KENT

THE KING'S SCHOOL
Canterbury
Teacher of Spanish, preferably with subsidiary French, required as soon as possible. Applications are invited for employment between now and July, and/or September. The post is available in the first instance until July 1985.
Applications, including curriculum vitae, to the Headmaster giving the names and addresses of two referees. (54446) 183624

LEICESTERSHIRE

RATCLIFFE COLLEGE
Syston, Leicestershire LE7 8SG
Day boys and girls 11 - 18
Boarders: boys 13 - 18 girls 6th form only
Required for September 1984, a graduate (male or female) to teach French up to A Level. A suitably experienced and qualified candidate could be considered for the post of Head of Department. The ability to teach some German would be an advantage. The successful applicant will be expected to assist with the extra-curricular activities of a boarding school. Salary - Burnham scale according to age and experience.
Applications with curriculum vitae, in writing, to the Headmaster, as soon as possible, giving the names and addresses of two referees. (54412) 183624

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens
Required for September 1984, qualified graduate to teach Spanish to 'A' level with some French. This is a temporary appointment, one term, to cover for maternity leave: but there is a very strong possibility that the post will be available on a permanent basis from January 1985.
Apply by letter to the Headmistress enclosing a curriculum vitae and the names and addresses of two referees. (54212) 183694

LONDON SE22

JAMES ALLEN'S GIRLS SCHOOL
East Dulwich Grove, SE22
Required as soon as possible - a well-qualified graduate to share in the teaching of FRENCH throughout the school to Advanced and Scholarship Levels. Training and experience are desirable.
Salary: According to experience. JAGS scale (Burnham plus) with Inner London Addition.
Apply with full curriculum vitae and the names and addresses and telephone numbers of two referees to the Head Mistress. (54674) 183694

LONDON

MILL HILL SCHOOL
London NW7

Tel: 01-959 1176

REQUIRED FOR SEPTEMBER 1984 a well qualified graduate to teach French to A and S level. The successful applicant will have a substantial element of Sixth Form work and will be willing to play an active role in an enterprising department. Help with extra-curricular activities will also be welcomed. Accommodation available.

Applications giving details of qualifications and experience, together with the names and addresses of two referees should be sent as soon as possible to the Head Master from whom further particulars may be obtained. (54363) 183694

SOMERSET

MILLFIELD JUNIOR SCHOOL
FRENCH & GERMAN TEACHER
See main Ad under Preparatory Schools. (54803) 183694

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire

Independent Boarding School for 520 girls, 150 in the Sixth form

Required for September 1984 an experienced graduate teacher of Spanish to be responsible for the teaching of Spanish throughout the school to University Entrance level, in a large and flourishing Modern Languages department with high academic standards. Burnham Scale as appropriate.

Applications with copies of testimonials, if available and names and addresses of two referees to the Headmistress. (54411) 183694

KING EDWARD VI SCHOOL
SOUTHAMPTON
(HMC: 850 Pupils: 230 in Sixth Form)

Required from September 1984

AN ASSISTANT TEACHER OF MATHEMATICS

in a Large Department

Ability to teach some Computing an advantage.

For full details please apply to the Head Master, Mr.C. Dobson, at the School, Kellett Road, Southampton SO9 3FP.

Applications should be sent together with curriculum vitae and the names and addresses of two referees to reach the School by 5 March 1984. (2960)

SHERBORNE SCHOOL FOR GIRLS
Dorset

Required in September 1984

HEAD OF MODERN LANGUAGES

to teach French to A and University level. Ability to teach a second Modern Language, preferably Italian or Russian, is desirable. French, German, Russian, Spanish and Italian are taught. Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (3090)

INDEPENDENT EDUCATION

continued

Music

Heads of Department

KENT

BEDGEBURY SCHOOL
(G.S.A., 370 girls, mainly boarders)
requires for September 1984 a fully-qualified and experienced DIRECTOR OF MUSIC. Salary at least Burnham 3. Residential post available if required.
Music plays a major part in the life of the school. There are three choirs and an orchestra. There is an Assistant Director who supervises music at Lower School (age-range 8 to 13) and there is a large peripatetic staff.
Letters of application together with full curriculum vitae and names and addresses of at least two referees should be sent immediately to the Headmaster, Bedgebury School, Bedgebury Park, Goudhurst, Cranbrook, Kent TN17 2SH from whom further details are available. (54410) 183818

LONDON

ELTHAM COLLEGE
HMC: Formerly D.G. 11 - 18
Day and Boarding
Required for September 1984 a well-qualified experienced specialist as DIRECTOR OF MUSIC, Scale 3 to teach throughout the school to 'O' and 'A' - level, to have overall responsibility for visiting instrumental teachers and to forge close links with music in Eltham College's Junior School. The person appointed will be expected to make a significant contribution to extra-curricular music and to encourage talent and public performance whenever appropriate. Experience in choral and orchestral music is essential, combined with an enthusiasm to develop music throughout the community. Ideal post for inspiring teacher and music-lover.
Applications including a curriculum vitae and the names of two referees to Headmaster, Eltham College, London SE9 4QF. (54364) 183818

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

Assistant Director of Music required for September 1984 to teach class music throughout Junior and Senior schools up to A-level, and also some instrumental teaching and extra-curricular choral/orchestral work. A keyboard specialist is preferred, and the ability to teach a second instrument (orchestral) would be an advantage. Applicants must be graduates, but consideration will be given to candidates applying for their first post. Salary (above Burnham) will be according to qualifications and experience.

Please address letters of application with full curriculum vitae and the names of two referees to The Headmaster.

CLOSING DATE: 9TH MARCH 1984. (54245) 183824

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, nr. Basingstoke
(Independent Girls Boarding School - 163 pupils 11 - 18)
Required September 1984 full-time assistant music graduate mainly to teach piano and some violin/cello. Some class teaching may be available. An interest in choirs and chapel music would be an advantage. Resident preferred. The department consists of three full-time and ten part-time teachers and is very active in school life. There is a new music wing. Burnham Scale.
Applications with details of training and experience and names of two referees should be sent to the Headmistress by 2nd MARCH. (54990) 183824

HEREFORD AND WORCESTER

BROMSGROVE SCHOOL
(HMC and IAPS 700 boys and girls, 8 - 18; 150 in Sixth Form)
Required in September, 1984 an ASSISTANT DIRECTOR OF MUSIC. Remuneration above Burnham Scale 2. Single accommodation available to applicants of either sex. For married candidates a living-out allowance is payable in lieu.
Further details and application forms from Headmaster, Bromsgrove School, B61 7DU. (0527) 32774. (65033) 183824

ITALY

ROME
Well qualified Music/Drama Teacher required for September 1984.
See Overseas appoints for details. (57922) 183824

NORTH YORKSHIRE

HARROGATE COLLEGE

Public Independent School for Girls

(445, mainly boarding)

MUSICIAN full-time (Burnham Scale 1) offering piano and (preferably) oboe, and some class work for September 1984.

Further details from the Secretary to the Headmistress, Harrogate College, Clarence Drive, Harrogate HG1 2QG (Tel: Harrogate (0423) 504543). (54243) 183824

NOTTINGHAMSHIRE

TRENT COLLEGE
Long Eaton, Nottingham
(HMC 560 pupils aged 11 - 18, of whom 310 are boarders. 190 in VI Form, including 50 girls).
Required for September 1984 a graduate and versatile Musician to join a Department of 3 full-time and 12 part-time Musicians who train and supervise several Orchestras, Bands and Ensemble groups. The post will involve class teaching and a range of woodwind instruction, also direction of Bands and Ensembles at both Senior and Junior levels. If appropriate there is a resident House Tutorship available in this predominantly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees please. (54672) 183824

WEST SUSSEX

Required in September for the Junior School of Ardingly College a Violinist/Viola player to be a full time member of the Common Room and be responsible under the Director of Music for Instrumental Music. The person appointed will be required to run the Orchestras, Bands, Chamber Music and Musical Productions. We require a particular emphasis on the development of string playing.

Further details from: The Master of Junior School, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. Tel: 0444 892279. (54623) 183824

BLUNDELL'S SCHOOL
Tiverton, Devon
(450 pupils 13–18, 45 girls in Sixth Form)
requires a
DIRECTOR OF MUSIC
for September 1984.

Full details can be obtained from Blundell's School, Tiverton, Devon EX16 4DN. Interested musicians are invited to ring the Head Master, John Rees, on 0884 252543 for a preliminary discussion. (2978)

Pastoral

Other Assistants

BRISTOL

BADMINTON SCHOOL
Bristol

GSA 300 girls 7 - 18

Full time Resident Housemistress of the Junior School is required in April or September to take charge of 50 boarder girls age 7 - 11. The job requires experience with firmness, warmth and good humour.

Apply to the Headmaster in writing please with the names of two referees. (54643) 184024

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a graduate part-time teacher of Religious Studies who would be able to teach up to 'A' Level. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae, should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54374) 184024

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a part-time teacher of Commerce and Business Studies for a new department to be established from September. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae should be addressed to THe Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54375) 184024

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth, Herts. SG6 3JZ

Tel: 04626 79301

One of the country's oldest coeducational schools that provides an informal, purposeful and fast developing community for 450 children aged 2½ - 18.

RESIDENT HOUSEPARENTS

(Joint appointment with effect from September 1984).

A happily married couple is needed for the considerable but rewarding task of running a boarding house for 35 boys and girls aged 13 - 16. They will share between them a teaching timetable (Maths, English or French the preferred subjects but any considered) together with responsibility for pastoral welfare and domestic arrangements. Burnham salary with substantial supplement together with free family accommodation and other benefits, including greatly reduced fees for staff children.

Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and naming three referees. (54471) 184024

KENT

RESIDENT HOUSEMISTRESS
for independent boarding school wanted in September for pastoral care and supervisory duties with approximately 100 girls aged 12 - 15. Teaching or non-teaching post. Free accommodation in term-time.
Application by form only, available, with further details, from School Secretary, West Heath, Sevenoaks, Kent, on receipt of s.a.e. (57912) 184024

NORTH YORKSHIRE

An experienced RESIDENT HOUSE MISTRESS required by small, independent convent boarding school to take up appointment in the Summer Term. The post involves assisting with the care of boarders out of school hours and includes evening and weekend duties. We are looking for a person with a genuine liking for teenagers; intelligent and mature who will share the christian ethos of the school. Part-time teaching available for suitably qualified applicants.

For further details apply in writing giving Curriculum Vitae and names and addresses of two referees to: The Headmistress, Convent of the Assumption, Richmond, North Yorkshire DL10 4EP. (54093) 184024

OXFORDSHIRE

WYCHWOOD SCHOOL
74 Banbury Road, Oxford
160 girls aged 11 - 18, 80 Boarders
Required for Trinity term, 1984 or Michaelmas 1984 a resident teaching housemistress to help supervise a boarding house of 40 girls. Resourcefulness and adaptability essential. A self-contained flat is available. Please state subjects offered. Junior 11 - 13 yrs. French or English or maths preferred.
Apply in writing, giving names and telephone numbers of two referees, to the Headmistress at the school. (54384) 184024

OXFORDSHIRE

KINGHAM HILL SCHOOL
Oxon

SHMIS, GSA

Applications are invited from a husband and wife team for the joint appointment as Housemaster/Housematron in one of the six boarding houses. Responsibility for 35 boys aged 13 - 18. Very attractive, modernised 4 bedroom flat as integral but distinct part of independent boarding house. Rent, rates etc. free. Vacancy is offered in conjunction with History post, see separate announcement under 'History'.

Kingham Hill School, situated between Stow on the Wold and Chipping Norton is a Christian foundation, boys boarding school, ages 11 - 18, 250 on roll, many of these financed, through boarding need, by Kingham Hill Trust or by other charities.

Details from and applications to: The Warden, Kingham Hill School, Kingham, Oxon OX7 6TH (060 871 218). (57125) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Required for the Summer Term only because of sickness a HOUSEMISTRESS to be fully responsible for one of four boarding houses for 50 girls 11 - 18. A sympathetic understanding of young people essential and previous experience of residential work highly desirable. Excellent married accommodation. Salary negotiable. The post could be combined with some junior English teaching.
Applications to the Headmistress, giving names and addresses of two referees. (54500) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
Required for September 1984 a Housemistress to take full responsibility for a boarding house of 50 girls, 11 - 18. A mature and sympathetic understanding of young people and a willingness to make a full contribution to school life are essential. Previous residential experience highly desirable. No nursing or catering. Some teaching could be arranged. Excellent married accommodation and full board in term time. Salary according to qualifications and experience.
Applications to the Headmistress with names and addresses of two referees. (57402) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury

(Independent Boarding and Day School for 300 girls aged 11 - 18)
Resident Assistant Housemistress required in April 1984 to help Housemistress with the organisation of a boarding house for 50 girls aged 11 - 18 and to share in the pastoral responsibility. Must be capable of assuming full responsibility during Housemistress's time off. Not a teaching post but might suit a young teacher seeking experience of school work. Excellent single accommodation and full board during term time. Salary according to age and experience.
Applications to Headmistress with names and addresses of two referees. (57403) 184024

Physical Education

Heads of Department

CHESHIRE

THE QUEEN'S SCHOOL
Chester
Independent
A well qualified teacher is required for September, 1984 as HEAD OF THE PHYSICAL EDUCATION DEPARTMENT (Scale 3) to be responsible for the subject throughout the Junior and Senior Schools (girls 8 - 18). Candidates should have a strong interest in lacrosse and tennis. The school has its own indoor heated swimming pool, games field and modern gymnasium. There is a wide range of activities at Sixth Form level.
Please send all letters of application, with full curriculum vitae and the names and addresses of two referees, to the Head Mistress at the school, City Walls Road, Chester CH1 2NN. (54488) 184218

GLOUCESTERSHIRE

WESTONBIRT SCHOOL
Tetbury

Required in September 1984 HEAD OF PHYSICAL EDUCATION with special interest in Lacrosse and Tennis and including Swimming, Gymnastics or Dance.

Flat or cottage accommodation available if required.

Salary Burnham Scale 3.

Apply with full curriculum vitae and names and addresses of two referees to Headmaster. (54388) 184218

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

There will be a vacancy in September 1984 for a teacher of Physical Education with specialist qualifications in two sports, with a preference for rugby and cricket, and an academic subject. Salary (above Burnham) will be according to qualifications and experience. This post would be suitable for a first time applicant.

Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.

CLOSING DATE: 9TH MARCH 1984. (54295) 184224

CUMBRIA

ST. BEES SCHOOL
Cumbria

Required for September 1984 an enthusiastic and well qualified specialist to be responsible for GIRLS' P.E. and the organisation of GIRLS' GAMES.

The main winter games for girls are hockey and netball (new multi-purpose games area): summer sports include athletics, swimming, tennis and rounders.

Applicants should also be qualified to teach an academic subject to junior forms and should state the subject(s) offered.

The School is co-educational: there are 380 pupils aged 11 - 18, of whom 140 are girls.

Apply with curriculum vitae and the names of two referees to The Headmaster, The School House, St. Bees, Cumbria CA27 0DU. (54021) 184224

DEVON

WEST BUCKLAND SCHOOL
Barnstaple, N. Devon

As part of the full development of co-education there will be a vacancy in September 1984 for a specialist for girls' games, with particular interest in gymnastics, hockey, netball and swimming. The ability to teach another subject and a lively enthusiasm for out of school activities will be important consideration.

Salary: Burnham plus additional allowance.

Apply by letter enclosing curriculum vitae and names of two referees to the Headmaster. (54464) 184224

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
There will be a vacancy in September 1984 for an assistant in the Physical Education department. Candidate with special interest in lacrosse and dance preferred, but this is a post offering a wide scope of activities. Non resident.
Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (65157) 184224

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth, Herts. SG6 3JZ

Tel: 04626 79301

One of the country's oldest coeducational schools that provides an informal, purposeful and fast developing community for 450 children aged 2½ - 18.

TEACHER I/C GIRLS PE AND GAMES (with effect from September 1984).

We are looking for an energetic teacher with good Lacrosse who is keen to join a lively department that offers a wide range of sports and outdoor activities. Resident house tutorship a possibility.
Further details from Colin Reid (Head) to whom application should be made as soon as possible enclosing full C.V. and naming three referees. (54472) 184224

LONDON

CITY OF LONDON SCHOOL

Required for the summer term 1984 only on a temporary appointment, a qualified PE teacher. Experience in teaching swimming an advantage, and any summer term sports.

Applications, with a curriculum vitae and the names of two referees, to the Headteacher, City of London School, Victoria Embankment, London EC4Y 0DL. (54277) 184224

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner

Independent Day School for Girls

400 pupils (7 - 18)

Required for the Summer Term, a teacher of Physical Education. This is a permanent post.

Applications for a temporary post, for the Summer Term only, would be considered. Salary Burnham scale 1 plus O.L.A.

Apply in writing to the Headmistress, enclosing curriculum Vitae and names of two referees. (54960) 184224

NORTHAMPTONSHIRE

OUNDLE SCHOOL

A vacancy has suddenly arisen from illness for a Superintendent of the School's 30 yd. swimming pool. The successful candidate will also be expected to undertake Swimming Coaching. The vacancy will initially be for 9 months, but there is the possibility of a permanent post emerging.

Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees should be sent to:- The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN by Monday 5th March, 1984. (54049) 184224

ST. MARGARET'S SCHOOL, BUSHEY
September 1984
Applications are invited for a
Residential Housemistress
with responsibility for the Lower School where there are one hundred and twenty girls aged 11–13.
A mature person with appropriate experience is sought. Ability to teach her specialist subject to 'A' level in the Senior School would be a decided advantage. Preferred subjects are Religious Studies or English but other subjects would be considered.
The salary is Burnham Scale 3 with London Fringe Allowance.
Applications, stating subjects offered, together with a curriculum vitae, should be addressed to the Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT Tel: 01-950 1548. (3091)

INDEPENDENT P.E.
continued

OXFORDSHIRE

MAGDALEN COLLEGE SCHOOL

(H.M.C., 500 boys aged 11 - 18, Sixth Form 150)

Required in September 1984 (or sooner) an Assistant Director of Physical Education and Games capable of taking charge of Rugby and/or Cricket and coaching to first team level. Some subsidiary academic teaching; applicants should state subject(s). Adjacent games field; well equipped Gym.

Burnham Scale 1 or 2 depending on qualifications and experience, plus games responsibility allowance.

Applications, with full c.v. and names, addresses and tel. nos. of two referees, to the Master, Magdalen College School, Oxford OX4 1DZ (Tel: Oxford (0865) 242191), from whom further details may be obtained. (54454) 184224

SOMERSET

QUEEN'S COLLEGE
Taunton

Required for September 1984 a teacher to help run the girls' games (Hockey, Netball, etc.). Ability to teach an academic subject is important. The post would suit a newly-qualified teacher and would involve help with pastoral care of the girls, and being Assistant in a new girls' boarding house.

Burnham Scale plus full board.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmaster. (54666) 184224

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - co-educational, boarding; 520 pupils 11 - 18)

Applications are invited for either April or September for the post of assistant teacher in the Girls' P.E. Department, with general interest in girls' games and extra-curricular P.E. Applicants able and willing to teach a few periods of another subject will be favourably considered. A similar temporary post may be available for the Summer Term only. This vacancy is an excellent opportunity for an enthusiastic newly qualified teacher, and residential accommodation will be available for a single person.

Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (54489) 184224

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 540 girls
Required for SEPTEMBER 1984, full-time qualified teacher of PHYSICAL EDUCATION. This post would suit a Lacrosse player, but special interest in Netball and Dance would be an advantage. Burnham Scale 1, Outer London Weighting.
Letters of application, together with curriculum vitae and names and addresses of two referees, should be sent to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon CR2 7YN. (65369) 184224

SURREY

ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Independent Day and Boarding - 360 girls - 11 - 18 years
Required from MAY or SEPTEMBER full-time assistant teacher in Physical Education Department. Excellent facilities and equipment. Preference given to candidate with special interest in trampolining, swimming and gymnastics. Scale 1 post. Government Superannuation, London Fringe Allowance.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. (65874) 184224

WORCESTER

THE ALICE OTTLEY SCHOOL
Worcester

Required for September, 1984, P.E. specialist with particular strength in Dance and Netball to share in the teaching of P.E. throughout the School.

Please apply to the Headmistress, enclosing a curriculum vitae and the names and addresses of two referees. (54453) 184224

Religious Education

Heads of Department

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for September 1984: A head of Religious Education to teach throughout the school to 'O' and 'A' level. Applications are invited from well qualified graduates interested in a liberal rather than a narrowly Christian approach. A willingness to contribute to extra curricular activities would be a distinct advantage.
Salary: JAGS Scale 3 (Burnham plus) with Inner London Addition.
Apply with full curriculum vitae and the names and addresses and telephone numbers of two referees to the Head Mistress. (54675) 184418

Other Assistants

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Bushey

September 1984

Applications are invited for a graduate part-time teacher of Religious Studies who would be able to teach up to 'A' Level. There is a possibility of a full-time post for an applicant who would be willing to undertake a residential responsibility in one of the school houses.

Applications with a curriculum vitae, should be addressed to The Headmistress, St. Margaret's School, Bushey, Watford, Herts. WD2 1DT. 01-950 1548. (54376) 184424

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
Northamptonshire
SCHOOL CHAPLAIN
Applications are invited from ordained clergy of the Church of England, for the responsibility from next April or September of the spiritual and pastoral care of 650 pupils, boys and girls, 8 - 18.
This is a challenging post for a clergyman interested in working with young people for a few years, being responsible for R.E. teaching throughout the School and prepared to assist with sport or extra-curricular activities. Salary is Burnham Scale. There is opportunity also for house tutoring in a boys' boarding house.
The School has a fine chapel (1908), a tradition of daily worship and close contacts with neighbouring parishes and the diocese.
Applications with full c.v. and the names of two referees should be sent to The Headmaster, Wellingborough School, NN8 2BX. (65575) 184424

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
Northamptonshire
SCHOOL CHAPLAIN
Applications are invited from ordained clergy of the Church of England for the responsibility from next April or September of the spiritual and pastoral care of 650 pupils, boys and girls, 8 - 18.
This is a challenging post for a clergyman interested in working with young people for a few years, being responsible for R.E. teaching throughout the School and prepared to assist with sport or extra-curricular activities. Salary is Burnham Scale. There is opportunity also for house tutoring in a boys' boarding house.
The School has a fine chapel (1908), a tradition of daily worship and close contacts with neighbouring parishes and the diocese.
Applications with full c.v. and the names of two referees should be sent to The Headmaster, Wellingborough School, NN8 2BX. (54495) 184424

TAUNTON

KING'S COLLEGE
Taunton

(Western Division, Woodard Corporation)

Required for September, 1984, Graduate to teach Religious Studies throughout the School. Practising Anglican essential. Ability to coach games and to help with outside activities would be an extra recommendation.

Burnham Scale with special responsibilities allowances.

Application, together with full curriculum vitae and names and addresses of two referees, to the Headmaster, King's College, Taunton, TA1 3DX. (54186) 184424

Science

Heads of Department

CAMBRIDGESHIRE

KIMBOLTON SCHOOL
Independent. Coeducational. H.M.C. (PSYB page 167)
Required for September a well qualified graduate to be HEAD OF THE PHYSICS DEPARTMENT. In addition to the organisation of the Department the successful applicant will be expected to teach in the range 11+ to post 'A' Level Oxbridge entrance. There are well equipped laboratories and a computer provision. A willingness to help outside the classroom with sport and/or in the role of House Tutor would be an advantage.
Kimbolton School has its own salary scale and accommodation (married or single) could be available.
Applications in writing with curriculum vitae and the names of two referees should be sent by the 28th February to The Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA, from whom further details of the post may be obtained. (54956) 184818

CHESHIRE

S. HILARY'S SCHOOL FOR GIRLS

Alderley Edge, Cheshire SK9 7AG

HEAD OF PHYSICS required for September. This is a new post and the person appointment will join a team of teachers, of both men and women, who have built up a fine Science Department with an excellent record.

Applicants must be graduates and able to teach to University Entrance.

Salary: Burnham Scale, Scale Number dependent on experience. Government Superannuation.

Apply in writing to the Headmaster with curriculum vitae and the names and addresses of two referees. (54457) 184818

DYFED

LLANDOVERY COLLEGE

H.M.C. (250 pupils)

HEAD OF CHEMISTRY

Applications are invited for the above post from September 1984.

Details available on request; applications with names of two referees to: The Warden, (Dr. R. Brinley Jones), The College, Llandovery, Dyfed.

Closing date 10th March 1984. (54724) 184818

HAMPSHIRE

LORD MAYOR TRELOAR COLLEGE
Head of Science Department
Required from 1st September, 1984, in this non-maintained special boarding school for 270 physically handicapped boys and girls, with a normal range of intelligence, aged 9 to 19. Good facilities include three well-equipped Laboratories.
Applicants should have a good Biology qualification and the ability to teach to C.S.E., G.C.E. 'O' level and provide coaching for 'A' level candidates who attend Alton Tertiary College.
Excellent opportunities for curriculum development.
Scale 3 (8), £8,149 - £11,382. Additional £747 for extra duties.
Accommodation may be available at a reasonable charge.
Foolscap s.a.e. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (54150) 184818

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL
C. of E. 450 girls over 11, 110 in Sixth Form
Head of Biology required for September 1984. Scale 2 or 3 post working under Head of Science. To share teaching throughout the school to Advanced Level and university entrance.
Applications to the Headmistress with curriculum vitae and names and addresses of two referees. Further details available on request. (54358) 184818

LONDON

WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for September 1984. Good Honours Graduate, experienced teacher of Head of Physics Department. Physics is taught as a separate subject from the age of eleven. The laboratories are well equipped, emphasis is laid on experimental work. 75% of pupils continue to 'O' level and the subject is strongly represented at A, S and Oxbridge levels. Scale 2 or 3 post available. Inner London Weighting.
Apply in writing to the Headmistress enclosing curriculum vitae and names and addresses of two referees, Wimbledon High School G.P.D.S.T., Mansel Road, London SW19 4AB. (65548) 184818

Other Assistants

BERKSHIRE

ST. MARY'S CONVENT
Ascot
R.C. boarding school for 300 girls, 10 - 18
Required for September 1984, a graduate to teach Physics and Chemistry to 'O' level. Post could be residential and would be suitable for a first or second appointment.
Burnham scale paid.
Applications to the school. (54465) 184824

CROYDON

TRINITY SCHOOL
Croydon

(Independent, H.M.C., 740 boys)

Required in September 1984 Honours Graduate to teach PHYSICS. A teacher of proven ability and experience could be considered for the HEADSHIP of the department, but applications from keen and able recruits to the profession or those seeking wider experience would be welcome. The department has an exceptional academic record and is responsible for courses in Physics, Physics-and-Mathematics, and Electronic Systems. The willingness and ability to make a strong contribution to extra-curricular activities (CCF and hockey particularly welcome) will be an additional recommendation.

The salary will be on the appropriate Whitgift Foundation Scale (above Burnham). Financial assistance is available for removal expenses, and there is the possibility of accommodation.

Applications (no forms) with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT. (61370) 184824

DEVON

PLYMOUTH COLLEGE

Headmasters' Conference Day and Boarding School

650 Boys, 200 in Sixth Form

Required for September 1984, a well qualified graduate scale one post to teach PHYSICS throughout the school including a substantial amount of Sixth Form work.

An interest in Electronics or Engineering Science would be a particular advantage, and the ability to assist with games (particularly climbing) would be most welcome.

Curriculum Vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (54062) 184824

DEVONSHIRE

PLYMOUTH COLLEGE

Headmasters' Conference Day and Boarding School

650 Boys, 200 in Sixth Form

Required for May or September 1984, a well qualified graduate to teach PHYSICS throughout the school including a substantial amount of Sixth Form work. This is a scale 2 post. An interest in Electronics or Engineering Science would be a particular advantage, and the ability to assist with games (particularly climbing) would be most welcome.

Curriculum vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (54059) 184824

GLASGOW

THE HIGH SCHOOL OF GLASGOW

(Independent Coeducational)

TEACHER OF PHYSICS with ability to teach some Mathematics required for August 1984.

Willingness to help with games or extra-curricular activities would be an advantage.

Applications with curriculum vitae and names and addresses of two referees to the Rector, The High School of Glasgow, 637 Crow Road, Glasgow G13 1PL by Monday 12 March. (54148) 184824

KENT

KENT COLLEGE
Pembury

Independnet, Boarding and Day (under Board of Management of Methodist Schools)

370 girls 11 - 18

Required for September 1984, two fully qualified Science graduates, one to have overall responsibility for the teaching of BIOLOGY, the other to have overall responsibility for the teaching of CHEMISTRY, each throughout the School up to Advanced level. One may be appointed Head of Science (Burnham, Scale 4), otherwise Scale 2 or 3 according to qualifications and experience.

Either post may be resident. Family and single accommodation is available in School for those willing to share residential duties.

Applications, together with full c.v. and the names, addresses and telephone numbers of two referees to The Headmaster, Kent College, Pembury, Tunbridge Wells, Kent TN2 4AX. (54063) 184824

LONDON

MORE HOUSE SCHOOL
22-24 Pont Street, London SW1

Catholic Independent G.S.A. School, 240 girls 11 - 18

Required for the Autumn term 1984, to cover maternity leave, graduate to share O and A level Biology and take some Junior Maths. Burnham Scale 1 and Inner London Allowance.

Applications in writing with telephone number to the Headmistress together with C.V. and names and telephone numbers of two referees. (54293) 184824

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner

Independent Day School for Girls

400 pupils (7 - 18)

Required for September 1984, a graduate to teach Physics to O and A level. Experienced applicant preferred. Salary Burnham Scale plus O.L.A.

Apply in writing to the Headmistress, enclosing Curriculum Vitae and names of two referees. (54261) 184824

MORAY Required for Spring Term, 1985 or Autumn Term, 1984 (Spring Term would be preferable) a well-qualified graduate to teach PHYSICS up to Advanced Level for one term (to replace someone on sabbatical leave). Gordonstoun salary scale, possibility of accommodation.
Applications, including the names, addresses and telephone numbers of two referees to The Headmaster, Gordonstoun School, Elgin, Moray IV30 2RF (Tel: 0343 830 445) from whom further particulars can be obtained. (65298) 184824

NORTH YORKSHIRE

SCARBOROUGH COLLEGE
Filey Road, Scarborough, North Yorkshire YO11 3BA
There will be a vacancy in September 1984 for a well qualified teacher of CHEMISTRY, capable of teaching to all levels, up to Advanced Level.
A new science block has been completed and there is technical help.
Ability to help with the extra-curricular activities would be an advantage.
Accommodation may be available for a single person.
Salary above Burnham according to qualifications and experience.
Applications in writing to the Headmaster enclosing Curriculum Vitae and the names and addresses of two referees. (54279) 184824

NORTH YORKSHIRE

AMPLEFORTH COLLEGE

Required for September 1984 (due to the promotion of the present holder to Head of Department at Malvern College) an enthusiastic and well qualified assistant to teach PHYSICS at all levels throughout the School. A suitably qualified applicant would have the opportunity to develop electronics and television technology in the School's C.D.T./Theatre complex.

The post will offer considerable scope for involvement in the wide range of extra curricular activities of a boarding school.

Apply with full curriculum vitae and names of two referees to: The Headmaster, Ampleforth College, York YO6 4ER, from whom further details may be obtained. (57409) 184824

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
Northamptonshire
Required for September 1984, graduate to teach BIOLOGY to A/S level. Assistance with sport and extra-curricular activities important. Burnham Scale. House tutoring is also required in a boys' boarding house, in which case accommodation is provided.
Apply to the Headmaster, Wellingborough School, NN8 2BX with curriculum vitae and names of two referees.
(65577) 184824

OXFORD

Required in September qualified teacher of PHYSICS to A Level (with Physical Science in Junior Forms).
Apply with c.v. to Headmistress, Rye St. Anthony School, Pullen's Lane, Headington, Oxford OX3 0BY. (54351) 184824

Other than by Subject Classification

Heads of Department

KENT

BASTON SCHOOL FOR GIRLS
Baston Road, Hayes, Bromley, Kent BR2 7AB
HEAD OF JUNIOR DEPARTMENT required September 1984. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.
Apply in writing to The Principal enclosing CV and the names of two referees. (57915) 185618

GWENT

MONMOUTH SCHOOL
HMC, 530 boys 11-18, boarding and day

HEAD OF BIOLOGY

For a lively and successful Department which has expanded into new laboratories recently. The post becomes vacant in September 1984. Applicants should be well qualified and experienced graduates between the ages of 30 and 45. Salary will be in accordance with the School's own scale (above Burnham).

All applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible to:

The Headmaster
Monmouth School
Monmouth, Gwent NP5 3XP

(2414)

Royal Grammar School Guildford

Required in September 1984, a well-qualified graduate to take charge of the development of

DRAMA

throughout the school. This is a new post presenting interesting opportunities. The successful candidate will be expected to teach an academic subject at least to O Level. Salary: Burnham plus. Scale according to qualifications and experience. For full details write to the Headmaster's Secretary, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

(2882)

INDEPENDENT OTHER THAN BY SUBJECTS
continued

Other Assistants

HERTFORDSHIRE

BERKHAMSTED SCHOOL
Hertfordshire

Assistant master/mistress required for the Preparatory School in September to teach Maths and English and to help coach games (football, cricket, athletics and swimming). Scale II may be available.

Apply with a c.v. to the Headmaster, Preparatory House, Chesham Road, Berkhamsted, Herts. HP4 2AQ.

We may also have a post for someone who can offer a combination of Geography, Economics and P.E. Academic qualifications in both the first two would be preferred, but a professional qualification in P.E. desirable. Expertise in a major game (rugby, cricket, hockey, athletics) would be well-regarded.

Apply with a c.v. to the Headmaster, Berkhamsted School, Hertfordshire HP4 2BE. (57414) 185624

ITALY

ROME
Required for September 1984 well qualified Teachers for the following posts: English, Music/Drama, Primary, Mathematics.
See Overseas appointments for details. (57920) 185624

KENT

THE JUNIOR SCHOOL ST. LAWRENCE COLLEGE
(I.A.P.S.)
FRENCH MASTER - GRADUATE
Required for September 1984. Resident post for bachelor. A committed Christian, able to coach games, especially Hockey, and help extra curricula activities, a very strong recommendation.
Also, due to increased numbers, TWO MIDDLE SCHOOL TEACHERS required for September 1984 with special interest in 8 - 10 year age group. Among subjects to be offered should be Maths and English. An energetic and enthusiastic teacher, committed Christian, keen on Boarding School life, is sought. Ability to coach Hockey/Rugby an advantage and to help with extra curricula activities.
Salary SLC Scale.
Applications with C.V. and names of two referees to: The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. Tel: Thanet (0843) 51788. (54129) 185624

KENT

Form Teacher for second year juniors required for summer term, pianist and qualified to teach swimming and P.E. an advantage.
Apply with C.V. and names of two referees to the Headmistress, West Lodge School, 36 Station Road, Sidcup, Kent. (54658) 185624

LIVERPOOL

HOLMWOOD SCHOOL
Formby L37 3JR
Require graduate in September to teach Science & Maths to C.E.E. & P.S.S. levels; willingness to help with games desirable; single accommodation probably available.
Apply to Headmaster, sending c.v. and name of two referees. This is an IAPS School with boarders and day pupils. (54681) 185624

LONDON N16

Fully qualified Junior Teacher required immediately or Summer Term by Independent School.
Apply in writing Lubavitch House Schools, 107-115 Stamford Hill, London N16 5RP. (54248) 185624

LONDON

SOUTH KENSINGTON
September 1984. Two qualified and experienced staff for 9 yr. old and 7 yr. old forms. Ability to drive advantageous. Burnham Scale. Superannuation.
Application with cv and telephone number to Falkner House Girls' Independent Preparatory School, 19 Brechin Place, SW7 4QB. 01-373 7185. (54252) 185624

OXON

SHIPLAKE COLLEGE
Henley on Thames, Oxon RG9 4BW

(325 boys 13 - 18 year olds; details in Public Schools Year Book, page 461)

Required for September, 1984 an assistant PHYSICIST to teach up to 'A' level. The successful applicant will be able to contribute to the life of a boys' boarding school.

Apply to the Headmaster from whom further details may be obtained. (54236) 184824

PERTHSHIRE

STRATHALLAN SCHOOL
Required for September 1984 graduate to teach Biology including VIth Form Work for suitably qualified candidate. A second subject would be welcome but neither this nor experience is essential.
This residential post is well suited to any person who could enjoy involvement with games and activities. Single and married accommodation available. Full details from the Public Schools Year Book.
Applications with Curriculum Vitae and names of two referees to the Headmaster, Strathallan School, Forgandenny, Perth PH2 9EG. (54606) 184824

PERTHSHIRE

GLENALMOND

Required for September 1984, a GRADUATE to teach BIOLOGY throughout the school at 'O' level, S.C.E. 'Higher' and 'A' level. Opportunity for good share of Sixth Form and university scholarship work. Surroundings ideal for fieldwork. Subsidiary Chemistry useful. Willingness to help with extra-curricular activities including games would be expected.

Resident post with free married or single accommodation. Glenalmond salary scale above Burnham or Teviot.

Please apply as soon as possible with C.V. and names and addresses of two or more referees to the Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (54447) 184824

STAFFORDSHIRE

MAPLE HAYES SCHOOL
Abnalls Lane, Lichfield, Staffs.
Required as soon as possible additional teacher of Sciences for expanding school.
Apply in writing enclosing c.v. to the Principal at the above address. (54456) 184824

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - co-educational, boarding; 520 pupils 11 - 18)

There will be a vacancy in September for a graduate to teach CHEMISTRY and either some Mathematics, Physics or Computer Studies. Teaching will be available at every level up to University entrance. Extra-curricular interests and commitment to boarding school life will be important recommendations. Accommodation available for a single person.

Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (54492) 184824

WEST SUSSEX

SEAFORD COLLEGE
Petworth, West Sussex

Assistant required for September 1984 to teach Physics to 'O' level: ability of offer some General Science Chemistry an advantage plus the willingness to participate in extra curricular activities of a boys' country boarding school.

Further details and application form from the Secretary. (50619) 184824

LONDON

QUEEN'S GATE JUIOR SCHOOL
133 Queen's Gate, London SW7
Independent Day School for Girls
Fully qualified and experienced Infant Teacher required for September, 1984 to take charge of a Form of five - six year olds. Opportunity to teach older Juniors during the afternoons. Burnham Scale plus Inner London Allowance.
Apply in writing to the Headmistress of the Junior School with c.v. and names and addresses of two referees. (54395) 185624

LONDON

VIRGO FIDELIS CONVENT - SENIOR SCHOOL
Central Hill, London SE19 1RS
Independent School for Girls 11 - 18 yrs.
1) Required from September 1984, full-time B.A. Graduate to teach English to O and A level.
2) Qualified teacher of Needlework, full-time to teach some lower forms also O & A level.
Apply in writing to Headmistress, with curriculum vitae and two referees. (65575) 185624

NORFOLK

DUNCAN HALL
Independent Boys Boarding School
Scratby, Gt. Yarmouth, Norfolk NR29 3PH

(Tel: Gt. Yarmouth 730336. Roll: 150)

RESIDENT GENERAL SUBJECTS TEACHER

Required for September 1984 at this rural ISIC Accredited school for 5 - 17 year olds, a young qualified teacher to assist with Maths and English in the Middle and Senior Schools.

The ability to teach some Geography, History or Games to Middle School level would be an advantage.

Free bachelor accommodation and board are offered in return for Housemaster and residential duties, for which experience is desirable but not essential. The House has 40 boarders aged 12 - 17 years.

Burnham Scale 1. Government Superannuation Scheme.

Apply in writing to the Headmaster, supplying C.V., referees and D.E.S. number. (54429) 185624

NORTHAMPTON

BOSWORTH TUTORS
Graduate teacher with ambition (25 - 35) required for September to specialise in O-level and A-level tuition, to participate in general college activities and administration, and to take responsibility for certain areas. Experience, commitment, energy and all-round abilities necessary to play important role (Senior Tutor) in small residential community of sixty students.
Apply in writing, together with C.V., to The Secretary, Bosworth Tutors, 9-11 St. George's Avenue, Northampton NN2 6JA, who will send further details. (65148) 185624

SURREY

FERNDEN SCHOOL
Haslemere, Surrey

Required September 1984 a qualified teacher to be responsible for teaching general subjects in the middle school (possibility also of some Senior Teaching). The successful candidate should be willing to enter fully into the Life of a Boys' boarding preparatory school life where extra mural activities feature prominently. Ability to coach games is essential. Salary according to Burnham Scale 1. Single accommodation available during term time.

Write with full details of experience and the names of two referees to the Headmaster. (65717) 185624

SURREY

TORMEAD SCHOOL
Guildford

JUNIOR DEPARTMENT

120 girls aged 5 - 10

Owing to internal reorganisation and a resulting reduction in class size two vacancies arise for September 1984.

1. CLASS TEACHER FOR 8 YEAR OLDS.

2. CLASS TEACHER FOR 9 YEAR OLDS.

A special interest and appropriate qualifications in Mathematics and/or French would be a recommendation for either of these posts.

Applications should be sent by March 7th to the Headmistress, Tormead School, Guildford, enclosing full curriculum vitae and the names and addresses of two referees. Interviews will be held during the last week in March. (50621) 185624

North London Senior Girls School requires full time experienced English teacher up to 'O' Level immediately - ring 800 2035. (65152) 185624

Preparatory Schools

Headships

SURREY

ROKEBY SCHOOL

I.A.P.S.

Principal required for September for fourishing pre-preparatory department of over 100 boys aged 4 - 7 years.

Apply in writing only with full C.V. and the names of two referees to the Headmaster, Rokeby, George Road, Kingston upon Thames, Surrey KT2 7PB. (65498) 200010

HEADMISTRESS with appropriate experience required September for proprietary girls' preparatory day school of 130. Suburban situation Essex. Salary by arrangement.
Full details, c.v. to Box No. TES 00100, Priory House, St. John's Lane, EC1M 4BX. (54015) 200010

Deputy Headships Second Masters/ Mistresses

HERTFORDSHIRE

NORTHWOOD PREPARATORY SCHOOL
Rickmansworth

IAPS 160 day-boys aged 4 - 13

DEPUTY HEAD REQUIRED FOR SEPTEMBER

The school moved to its present site on the Middx/Herts border in 1982, and this is a newly-created post.

School's own salary scale. Government Superannuation.

Applications and full c.v., with subjects and interests offered and names of two referees, should be sent to the Headmaster, Moor Farm, Sandy Lodge Road, Rickmansworth, Herts. WD3 1LW. (54769) 200012

By Subject Classification

Arts and Design

Other Assistants

DERBYSHIRE

ART TEACHER required in SEPTEMBER to teach ART 8 to 13 year olds throughout Preparatory school and develop CRAFT AND DESIGN in future. Single resident accommodation available. Burnham Scale 1 and Government Superannuation.
Reply with full details and telephone numbers of two referees to Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire. (54382) 201224

DORSET

KNIGHTON HOUSE
Blandford, Dorset
Required September 1984 a qualified Art Teacher to teach ART throughout country boarding school for girls 7 - 13. Single accommodation available, though post could be non-resident. Salary not less than Burnham. Possibility of post of administrative responsibility. Could also teach some English, Games and Swimming.
Apply in writing to the Headmaster, Knighton House School. (54771) 201224

HEREFORD & WORCESTER

BROMSGROVE LOWER SCHOOL

(I.A.P.S. Boarding/Day Co-educational - 300 pupils)

Full time member of staff required for September 1984 to teach ART throughout the Lower School (ages 8 - 13) with an opportunity for some work in the Upper School.

The ideal candidate will act as HOUSE TUTOR in the boys' boarding house where duties will entail evening and weekend work. A willingness to help with games and participate fully in school life is essential. Accommodation available for single person.

Bromsgrove School Salary Scale (above Burnham). Government Superannuation scheme in force.

Application should be sent in writing to J.C. Page Esq., Head of the Lower School, Cobham House, Conway Road, Bromsgrove, Worcs., together with the names and addresses of two referees and full details of curriculum vitae.

Closing date for entries 8th March 1984. (54241) 201224

SUSSEX

BRAMBLETYE SCHOOL
East Grinstead, Sussex RH19 3PD
(IAPS 210 boys; 170 boarders, 40 day)
Required for September 1984, a qualified, enthusiastic person to teach Art in a thriving Department. Art is strongly encouraged as part of the curriculum. Willingness to take part in usual boarding school activities outside the classroom essential. Burnham salary. Possibility of married accommodation.
Please apply, with c.v., to the Headmaster. (54259) 201224

Classics

Other Assistants

JERSEY

ST. MICHAEL'S PREPARATORY SCHOOL
250 mixed
Required for September 1984 a young, experienced and preferably single graduate to teach Latin to CE and PSS level. Live in or out. Government superannuation and generous salary. Ability to help with games, activities and some boarding duties an advantage.
Apply in writing with full details and photograph to the Headmaster, St Michael's School, Five Oaks, St Saviour, Jersey, Channel Islands. (65308) 201524

JERSEY

ST MICHAEL'S PREPARATORY SCHOOL
250 mixed
Required for September 1984 a young, experienced and preferably single graduate to teach Latin to CE and PSS level. Live in or out. Government supperannuation and generous salary. Ability to help with games, activities and some boarding duties an advantage.
Apply in writing with full details and photograph to The Headmaster, St Michael's School, Five Oaks, St Saviour, Jersey, Channel Islands. (65037) 201524

KENYA

BANDA SCHOOL
Nairobi
Required for September 1984, qualified teacher of Latin, to teach to C.E. level. The school is situated on the edge of Nairobi game park and is a member of the I.A.P.S. (54477) 201524

ARDINGLY COLLEGE
Haywards Heath, West Sussex
RH17 6SQ Tel: 0444 892577

HMC 380 boys (mostly boarding)
80 girls (numbers expanding)
day and boarding
150 in VIth form; Prep School on Campus

ELECTRONICS AND PHYSICS

Wanted for next September

Either

HEAD OF ELECTRONICS

also able to teach Physics to A level

or

PHYSICIST

(preferably young and unmarried)
also able to teach practical Electronics to A level
Exciting prospect for candidates of energy, vision and commitment

Please apply at once to the Headmaster with cv and the names, addresses and telephone numbers of two referees.

(9068)

Davies's College

AN INDEPENDENT COLLEGE OF FURTHER EDUCATION

44 Cromwell Road, Hove, Sussex BN3 3ER
Tel: Brighton 723911

300 Students Co-educational
Registered with the D.E.S. as a school
Member of the Conference for Independent Further Education

Required for September or earlier:
The following are new posts, made available by reorganisation within the College.

ASSISTANT PRINCIPAL

An experienced and qualified graduate teacher is required to take a full share of administrative responsibilities. Salary not less than £10,000.

EXTRA CURRICULAR ACTIVITIES

A qualified teacher is required to co-ordinate the cultural, sporting and social activities within the College. Hours of work flexible, but some part time teaching and assistance with counselling will be involved.

Required for September:

ACCOUNTS TUTOR

An experienced and qualified graduate, or alternatively a teacher with appropriate experience and qualifications in the Accountancy field, is required to join the Business Studies faculty. Ability to offer a second subject an advantage.

Apply to the College for further details and forms of application, which must be returned no later than Monday, 5th March 1984.

(2071)

MANOR PREPARATORY SCHOOL
Shippon Abingdon

Applications are invited for the Post of:

Head

upon the retirement of the present Headmistress, w.e. 1st January, 1985.

Details on application to:
The Clerk to the Governors,
7 Faringdon Road,
Abingdon, Oxon OX13 1BE.

(9013)

PREPARATORY
continued

English

Heads of Department

SURREY
HASLEMERE PREPARATORY SCHOOL
Hill Road, Haslemere
I.A.P.S. Day School 236 boys (5 - 13 years)
Head of Department - Burnham Scale 2 post.
Following the appointment of present Head of English to a Headmastership.
Required for September, 1984 an enthusiastic, experienced, qualified teacher who has a good Honours degree in English to run a successful English Department and Drama Club. (Ability to help with games an advantage but not essential).
Applications including curriculum vitae, names and addresses and telephone numbers of two referees should be sent to The Head, Haslemere Preparatory School. (54143) 202418

Other Assistants

DEVON
EXETER CATHEDRAL SCHOOL
Palace Gate, Exeter, Devon
IAPS, Choir Schools Association day-boarding school
Required for September 1984 a qualified teacher of ENGLISH to teach the subject to Common Entrance and Scholarship level. This is a resident post for a single teacher. Salary Burnham Scale 1. Ability to take games essential.
Please apply with a curriculum vitae and names of two referees to the Headmaster. (54090) 202424

GWENT
ROUGEMONT PREPARATORY SCHOOL
(I.A.P.S. co-educational, day)
Newport, Gwent
One FULL-TIME and one PART-TIME teacher of ENGLISH are required for September 1984. The School is described in the PSYB 1983 page 636.
Further details from: Headmaster's Secretary, 83 Stow Hill, NPT 4EA. (54518) 202424

HAMPSHIRE
DURLSTON COURT SCHOOL TRUST
Barton-on-Sea BH25 7AQ
I.A.P.S. Co-educational 3 - 14 Day & Boarding 70 Girls 136 Boys
Required in September 1984 an enthusiastic and dedicated teacher to organise and teach English throughout the School. Interest in team games, especially one or more of the ...

Geography

Heads of Department

SOMERSET
ALL HALLOWS
Cranmore Hall, East Cranmore, Somerset BA4 4SF
Graduate required September as Head of Geography. Present holder appointed to Headship. Excellent academic standard. Ability to coach rugby or hockey, and cricket or athletics, a recommendation. 200 pupils. Co-educational, boarding and day. Initially Burnham Scale 1; eventual promotion possible.
Apply Headmaster, with a curriculum vitae, names of three referees and contact telephone numbers. (65542) 202618

Other Assistants

SOUTH GLAMORGAN
THE CATHEDRAL SCHOOL
Llandaff, Cardiff CF4 2YH
Required for September, 1984 a qualified teacher of Geography to C.E. and P.S.S. level. Ability to assist in Rugby and Cricket coaching preferred, some Junior French may be required. Single accommodation available. The School is a member of the I.A.P.S. and Choir Schools Association and is part of the Woodard Corporation.
Applications with full c.v. and the names, addresses and telephone numbers of two referees should be sent to the Headmaster. (54249) 202624

SURREY
THE HAWTHORNS
Pendell Court, Bletchingley
(IAPS, Boarding and Day, 114 boys)
Young teacher, with some experience, required in September 1984 for GEOGRAPHY to P.S.S. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale. Accommodation may be available.
Apply Headmaster with c.v. and names and telephone numbers of 2 referees. (65373) 202624

Mathematics

Heads of Department

CHESHIRE
MOSTYN HOUSE SCHOOL
Parkgate, S. Wirral, Cheshire L64 6SG
I.A.P.S. School with 120 boys, 30 girls
Required in September 1984, a qualified and experienced teacher to be Head of Mathematics and to take full part in extra-curricular side of school. Ability to take charge of our Computer Room and to coach games important. Single accommodation available. Burnham Scale 2 for suitably qualified/experienced teacher.
Please apply in writing to the Headmaster with C.V. and names and telephone numbers of 2 referees. (54648) 203418

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL
HEAD OF MATHEMATICS
Requires experienced Mathematician in September to take charge of the subject throughout the ...

SURREY
YATELEY MANOR
Yateley, Camberley, Surrey
I.A.P.S. 220 Boys. Day Prep.
Required for September 1984 a teacher of Mathematics for boys from nine years up to C.E.E. and P.S.S. standard and to take charge of department. An interest in microcomputers is essential.
Scale 2 post with Government Superannuation. Bachelor accommodation available.
Please apply by letter with Curriculum Vitae and names of two referees to the Headmaster. (54154) 203418

Other Assistants

KENT
Required for September 1984 qualified and experienced teacher of Mathematics to CE and PSS level, including computers. Applicants should have a real love of the subject and be able to obtain an enthusiastic response from clever and not-so-clever boys and girls aged 10 - 13. Burnham scale, Government superannuation.
Apply with c.v. and names and addresses of two referees to Headmaster Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent. (54443) 203424

LONDON
WESTMINSTER UNDER SCHOOL
IAPS 250 day boys
Required for September 1984, teacher of Maths or Maths and Science to Scholarship standard for this expanding school. Games coaching ability would be an asset.
Burnham Scale plus. Accommodation available if necessary.
Applications, including curriculum vitae together with the names, addresses and telephone numbers of two referees, to The Master, Westminster Under School, Adrian House, 27 Vincent Square, London SW1P 2NN, from whom further information is available. (54262) 203424

OXFORD
A teacher of Maths to boys from 9 to CE and PSS standard is required from September 1984. Full participation in Prep. school life including games supervision is required.
CV and names of referees to the Headmaster, Christ Church Cathedral School, 3 Brewer Street, Oxford OX1 1QW. (57916) 203424

Modern Languages

Heads of Department

HAMPSHIRE
HEAD OF FRENCH required in April or September in mixed boarding Prep. School.
Single or married accommodation available.
For further details apply Headmaster's Secreatry, Highfield School, Liphook, Hants. GU30 7LQ. (57002) 203618

Other Assistants

BERKSHIRE
ST. JOHN'S BEAUMONT
Old Windsor, Berks.
(Roman Catholic IAPS Boarding and Day School for boys 7 - 13; mainly preparatory to Stonyhurst College)
Required for September, an experienced and qualified teacher of FRENCH to Common Entrance and Public School Scholarship levels. Ability to teach another subject, especially Latin, would be a great advantage. Candidates must be willing to take an enthusiastic part in the life of a boarding preparatory school. Burnham Scale (Scale 2 for suitable qualifications and experience). Government superannuation. Bachelor accommodation available in ...

GLOUCESTERSHIRE
ROSE HILL SCHOOL
Alderley, Wotton-under-Edge GL12 7QT
I.A.P.S. Co-educational
Required for September 1984 a resident qualified teacher of French to CEE and PSS levels with some German to top form in this mainly boarding school in the Cotswolds. Ability to coach boys' games an advantage. Married/single accommodation available. Burnham scale. Government superannuation.
Apply with names and addresses of two referees to the Headmaster. (08696) 203624

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset BA6 8LD
Co-educational, 425 pupils aged 7 - 13½. Day and Boarding 60 teachers.
Excellent facilities.
Wanted for September 1984:
A dedicated and enthusiastic teacher of FRENCH and GERMAN (or possibly GERMAN and English) to Scholarship Level for pupils aged 10 - 13.
Ability to help with extra-curricular activities and games will be an advantage.
A scaled post is available for a suitably qualified candidate.
CV's and names of referees to the Headmaster, from whom further particulars can be obtained. (54804) 203624

SUFFOLK
ORWELL PARK SCHOOL
Nacton, Ipswich
(IAPS 195 Boys)
We are still looking for a really good Schoolmaster/mistress to teach French to Scholarship and CEE level. There are opportunities for the staff's personal interests to be shared with the boys both in games or the many extra-curricula activities.
The excellent facilities can be used by staff in free time and the beautiful surroundings make for a very pleasant working environment.
Single and married accommodation is available.
Burnham Scale 1 plus generous allowance plus Government Superannuation.
Apply with C.V. and the name of two referees to the Headmaster. (65570) 203624

SURREY
AMESBURY SCHOOL
Hindhead GU26 6BL
Required for September 1984, a qualified French teacher to CEE level in a thriving French department. Ability to help with games and out of school activities an advantage. Good single accommodation available. Salary Burnham Scale I.
Apply with names, addresses and telephone numbers of two referees and CV to the Headmaster. (54217) 203624

SURREY
CHINTHURST SCHOOL
Tadworth
Teacher of French for expanding preparatory school for day boys. Full or part time post considered for September 1984. Responsibility for French to C.E. and P.S.S. levels with opportunity for involvement in extra curricular activities.
Apply in writing, with two referees, to the Headmaster. (54348) 203624

SURREY
HOMEFIELD PREPARATORY SCHOOL
Sutton (I.A.P.S.)
There will be a vacancy in September 1984 for a full time teacher to take Junior French (8 - 10 years) and to assist with coaching Under 8 teams, Atheletics/P.E. Non-resident. Full London Burnham Scale.
Apply in writing to the Headmaster giving curriculum vitae and names of two referees. (54247) 203624

KENT
The music department of Dulwich College Preparatory School, Cranbrook which includes several choirs, orchestra, large wind band, ensemble groups as well as highly developed class music, has two vacancies:-
a) Assistant to the Director of Music who will be an organist and have enthusiasm for choral work, classes and individual lessons 9 to 13 plus.
b) Junior music specialist 4 - 9 year olds, full or part-time requiring knowledge of Dalcroze methods.
Applicants for both posts must be enthusiastic, able to convey their love of music and preferably have familiarity with Kodaly, Orff and Burdett methods. Burnham scale, Government superannuation.
Apply with c.v. and names and addresses of two referees to Headmaster Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent. (54444) 203824

WEST SUSSEX
Required in September for the Junior School of Ardingly College a Violinist/Viola player to be a full time member of the Common Room and be responsible under the Director of Music for Instrumental Music. The person appointed will be required to run the Orchestras, Bands, Chamber Music and Musical Productions. We require a particular emphasis on the development of string playing.
Further details from: The Master of Junior School, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. Tel: 0444 892279. (54694) 203824

Pastoral

Other Assistants

BRIGHTON
ROEDEAN SCHOOL
Brighton
JUNIOR HOUSE
...

Religious Education

Other Assistants

SUNDERLAND
Teacher of Scripture required: Sept. 1984, 8 - 13 ages. Boys' prep. school.
Details from Headmaster, Tonstall School, Sunderland. (54408) 204424

Science

Heads of Department

KENYA
HEAD OF DEPARTMENT
BANDA SCHOOL
Nairobi
Required for September 1984, qualified teacher of Science to take over as Head of Department teaching to C.E. and Scholarship level. The school is on the edge of the Nairobi game park and is a member of the I.A.P.S.
For further details please write to the Headmaster, Banda School, Box 24722, Nairobi, Kenya. (54476) 204818

Other Assistants

ANGUS
SCOTTISH EAST COAST
LATHALLAN SCHOOL
By Montrose, Angus
Required for September 1984 a young teacher of Science to take over an imaginatively run department on retirement of the present occupant. Good scope for one interested in computers. Games, music, activities all welcomed.
Write with CV and names of two referees to: P.D. de Iongh, Headmaster: Lathallan School, By Montrose, Angus DD10 0HN. (50620) 204824

LONDON
WESTMINSTER UNDER SCHOOL
IAPS 250 day boys
SEE UNDER MATHEMATICS. (54263) 204824

SHROPSHIRE
...

PREP SCHOOLS
continued

BUCKINGHAMSHIRE
A qualified Teacher required for September to take French and English in Middle and Upper School (10+) up to C.E. level. Involvement in extra-curricular activities essential, games, drama and/or other creative pastimes. Further involvement in the pastoral scene, preference given to candidates with experience in an IAPS School. Reference required.
Apply: Headmaster's Secretary, Caldicott, Farnham Royal, Bucks. SL2 3SL. (54994) 205624

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
Cambs.
(H.M.C., PYSB page 167)
Required for September 1984.
PREPARATORY DEPARTMENT (fully co-educational 8 - 11).
Teacher of GENERAL SUBJECTS. Ability and willingness to help with games and extra-curricular activities an advantage.
Kimbolton Salary Scale.
Application to reach the Headmaster, Kimbolton School, Huntingdon, Cambs. PE18 0EA, as soon as possible, together with curriculum vitae and names of two referees. (54170) 205624

CLEVELAND
RED HOUSE SCHOOL
(I.A.P.S.)
Teacher required for September and for general subjects in the Prep. School, although some periods may be possible in the Senior School for the right candidate. The person appointed must be able to teach Maths, history and English and, if a man, be prepared to help with rugby etc.
This is an addition to our staff total to cope with rising numbers in School. Salary will be according to Burnham Scale 1 with government superannuation scheme.
Application forms and further details are available from the Secretary at the School. Red House School, 36 The Green, Norton on Tees, Cleveland TS20 1DX. (54514) 205624

GLOUCESTERSHIRE
An experienced first-class teacher of 9 - 11 year olds required for September, 1984. Ability to take P.E. and coach soccer and cricket essential. Scale 2 post for right person. 3-bedroom house (rent and rates free) for married person; flatlet available with free board and lodging during termtime for bachelor.
Applications with curriculum vitae; names, addresses & telephone numbers of two referees, to the Headmaster, Brightlands School, Newnham-on-Severn, Gloucestershire. (65149) 205624

HERTFORDSHIRE
LOCHINVER HOUSE SCHOOL
Heath Road, Potters Bar EN6 1LW
I.A.P.S. 300 day boys 5 - 13
Required for September a full time GENERAL SUBJECTS TEACHER for a class of 8 year-olds. An interest and experience in drama would be an asset. Help with out of school activities essential.
Burnham Scale 1, additional cost of living allowance, Government Superannuation.
Apply to Headmaster with full career details, and the names, addresses and telephone numbers of two referees. (65156) 205624

ITALY
ROME
Well qualified Infant or Junior Teacher required for September 1984.
See Overseas appointments for details. (57923) 205624

KENYA
BANDA SCHOOL
Nairobi
Required for September 1984, qualified teacher to take any combination of subjects in the 10 - 12 year old age group. The school is situated on the edge of the Nairobi game park and is a member of the I.A.P.S.
For further details please write to the Headmaster, Banda School, Box 24722, Nairobi, Kenya. (54478) 205624

KENYA
BANDA SCHOOL
Nairobi
Required for September 1984 qualified class teacher for the 7 - 9 year old age group. The school is on the edge of the Nairobi game park and is a member of the I.A.P.S. (54479) 205624

LONDON SE9
ST. OLAVE'S PREPARATORY SCHOOL
106/110 Southwood Road, New Eltham, SE9
Required after Easter 1984, a teacher for General Subjects, mainly with 9 - 11 year olds.
Please apply as soon as possible to the Headmistress giving curriculum vitae, copies of testimonials, and names and addresses of two referees. (54147) 205624

LONDON
Infants' Teacher required full-time in summer term for Private School in Enfield area.
Please reply stating qualifications/experience to Box Number TES 00130, Priory House, St John's Lane, EC1M 4BX. (54682) 205624

MIDDLESEX
DENMEAD SCHOOL
(IAPS) (180 boys 3 - 13yrs.) has staff vacancies for September 1984 as follows:
(a) Music with General Subjects inc. French, Science and Rugby to 9 - 13 yr. old boys.
(b) Maths with General Subjects inc. French, Science and Rugby to 9 - 11 yr. old boys.
(c) Junior Form subjects 6 - 8 yr. old boys.
Burnham Scale, DES superannuation. Non-resident.
Details from: Headmaster, Denmead School, Hampton, Middlesex TW12 2LP. (65189) 205624

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS
JUNIOR SCHOOL
Chamber Road, Oldham, Lancs. OL8 4BX
(Tel: 061-624 2523)
(800 girls, 110 in Sixth Form)
Required for September a well qualified FORM TEACHER for a class of eight year old girls. This is a new post as the school is expanding; there will be an opportunity for initiative and enterprise. Salary: Burnham Scale 1.
Please apply to the Headmistress by letter (no forms) enclosing full curriculum vitae and the names and addresses of two referees. (54167) 205624

STAFFORDSHIRE
Form teacher required in April at independent primary school to take general charge of small class with average age of 6¼. Traditional standards of work and behaviour. Delightful location in farming country. Flat in school house, free of rent, rates, etc.
Please apply to Headmaster, Howitt House School, Hanbury, Burton-on-Trent, Staffs. (65771) 205624

SUSSEX
ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
(Tel: Eastbourne 33203)
I.A.P.S. Co-educational Boarding and Day. 275 children
JUNIOR FORM TEACHER required for September 1984 for a Class of 8 and 9 year olds. Ability to teach English and Maths essential and a willingness to be involved in the general life of the School necessary. Single or married. Single accommodation available.
Applications with curriculum vitae and names, addresses and telephone numbers of two Referees to The Headmaster. (65571) 205624

WAKEFIELD
QUEEN ELIZABETH GRAMMAR SCHOOL
Wakefield
JUNIOR SCHOOL
A well qualified assistant teacher is required for a class of 8 - 9 year old boys, commencing in September. Involvement in out-of-class activities is essential. Salary Burnham Scale.
Further details may be obtained from The Headmaster, The Junior School, Queen Elizabeth Grammar School, 158 Northgate, Wakefield WF1 3QY. (57132) 205624

WEST MIDLANDS
EVERSFIELD SCHOOL
Solihull
(I.A.P.S. - 190 boys)
Teacher required in April for a temporary appointment (Summer Term only) to assist with Swimming/Cricket/Athletics and History/Geography in the classroom.
Full board and accommodation provided. Salary according to qualifications and experience.
Apply: The Headmaster, Eversfield Preparatory School, 647 Warwick Road, Solihull, West Midlands B91 1AT. (54673) 205624

WEST SUSSEX
PREPARATORY SCHOOLS
PRE-PREPARATORY
West Sussex
GREAT BALLARD SCHOOL
Eartham, Chichester
Required for September Term 1984 a qualified teacher to start a Pre-Preparatory Department (ages 4-6) in this co-educational IAPS school. Burnham Salary.
Applications in writing to the Headmaster. (50625) 205624

WILTSHIRE
Wanted from September 1984 for one year's temporary appointment, Qualified, Degreed teacher to teach general subjects, including Boys' Games to 9 - 10 year olds. Preferance given to Mathematician. Possibility of accommodation.
Write with C.V. to: The Principals, Heywood Preparatory School, The Priory, Corsham, Wilts. SN13 0AP. (54066) 205624

WORCESTERSHIRE
WINTERFOLD HOUSE SCHOOL
Chaddesley Corbett, Worcs. DY10 4PL
(IAPS R.C. Preparatory School, 140 boarders and day boys)
Requires for September enthusiastic teacher of French to middle and junior forms OR general subjects to juniors. Willingness to be actively involved with games and extra-curricular activities highly desirable. R.C. an advantage. Single accommodation within school is available. Lovely country situation.
Apply with C.V. and two referees to the Headmaster. (54087) 205624

Colleges of Further Education

Directors and Principals

DUDLEY
METROPOLITAN BOROUGH
STOURBRIDGE COLLEGE OF TECHNOLOGY AND ART
SENIOR LECTURER/ DEPUTY HEAD
£10,683 - £12,552 - in Department of Business & General Studies to commence 1st September. Candidates, who should be graduates (or equivalent), will be expected to hold qualifications in either Business Studies or General Education.
Application forms/details (foolscap SAE) from Principal (Ref: P/PS), Stourbridge College, Hagley Road, Stourbridge, West Midlands. Return by 16th March. (65567) 220016

LIVERPOOL
EDUCATION COMMITTEE
OLD SWAN TECHNICAL COLLEGE
Broadgreen Road, Liverpool L13 5SQ
VICE-PRINCIPAL, Group 4, £15,660 (1983 Burnham)
Applications are invited from suitable qualified and experienced persons for the above post. The work of the college is in the following areas - Electrical and Electronic Engineering, Science and Technology, Adult and General Education, Vocational Studies.
Further details and application forms available from (and returnable to) the Director of Education, Education Offices, Further Education Section, 20 Sir Thomas Street, Liverpool L1 6BJ (051-236 5480, Ext. 11), within fourteen days of the appearance of the advertisement (SAE please).
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (54431) 220016

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
An Equal Opportunity Employer
Required for 1st May 1984, or as soon as possible after that, DIRECTOR OF STATE MILL TRAINING AND EDUCATION CENTRE, Rochdale to design, equip and manage a new centre for Adult and Youth Training in accordance with the MSC New Training Initiative (Salary Scale Burnham FE Principals Group 2, final point - £16,194).
Application forms and further particulars available from the Chief Education Officer, Education Department, P O Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom they should be returned by 9th March 1984. (54082) 220016

Heads of Department

TEACH ON EXCHANGE or go on a course abroad. See overseas and education courses columns. (53242) 220018

Other Appointments

AVON COUNTY
COUNTY OF AVON
CITY OF BATH TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS STUDIES
Required for September 1984, LECTURER I in Business Studies to make a substantial contribution to BTEC courses at General and National level and to other courses in the Department. The applicants' subject specialisms will be less important than their willingness to work as part of a team of the teaching and further development of these courses. Graduate or equivalent with teacher training and business experience preferred.
Salary: £5,649 - £9,735 per annum.
Further details and application forms available from the Principal, City of Bath Technical College, Avon Street, Bath BA1 1UP, Avon (sae please), to whom completed forms should be returned by 14th March, 1984. (54361) 220026

AVON COUNTY
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
Lecturer Grade II in Nursing Subjects, required from 1st September 1984 to organize and supervise student work placements in local hospitals and community establishments and to teach in the subject areas of Community Health and Welfare, First Aid and Home Nursing.
Details (Send SAE) from Principal. Completed forms returnable by 15th March 1984. (54046) 220026

LONDON BOROUGH OF CROYDON
Appointment of Assistant Principal (Personnel and Student Affairs)
Croydon College
Salary £17,277–£18,972 (equivalent to Head of Department 6 plus London Allowance).
Applications are invited for the above post tenable as soon as possible.
Croydon College is a large institution of further and higher education, organised into four faculties serving the needs of both Croydon and the region. It offers a broad range of educational opportunities for trades and professions in industry and commerce, developing courses ranging from day release for young apprentices to professional and postgraduate studies.
The Assistant Principal (Personnel and Student Affairs) will be accountable to the Principal for the provision of comprehensive personnel services and the College including the administration of the appointment, promotion and dismissal of staff, for advising on terms and conditions of service and for the oversight and supervision of students and student affairs.
Candidates for this post should have substantial experience in further and higher education. Experience at senior management level would be an advantage.
Application forms and further details are obtainable from the Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon, Tel.No: 01-686 4433 extn. 2378. Applications should be returned by 2nd March 1984.
Candidates are also invited to contact the Principal of the College, Mr P. Phillips, on 01-686 9271 for further details and a discussion with regard to the nature and extent of the post.
(2412)

PRINCIPAL
Plumpton Agricultural College
East Sussex
Applications are invited from those with appropriate qualifications and experience, for the post of Principal of this college which will become vacant from 1st September, 1984.
Salary within range £16,533 to £18,213 p.a. Relocation grants available in approved cases.
Application forms and further details obtainable from and returnable to (SAE please) The County Education Officer, PO Box 4, County Hall, St Annes Crescent, Lewes, East Sussex BN7 1SG.
Closing date: 9th March, 1984.
(9059)

THE ORATORY PREPARATORY SCHOOL
Goring Heath Reading Berks
I.A.P.S. Boarding and Day school, 210 children aged 5–13 years
Owing to retirement and promotion, well qualified teachers are required for September 1984.
CLASSICS
Latin and Greek to Common Entrance and Public School scholarship level, age range 9+ to 13+.
GEOGRAPHY
to Common Entrance and Public School scholarship level, age range 9+ to 13+.
Ability to teach some junior French or English an advantage. One of the positions requires the ability to coach major games; rugby, football or cricket.
A definite commitment to boarding school life is required with initiative being shown in involvement with extra-curricular activities.
The positions offer great scope for enthusiastic teachers. Practising Catholics preferred.
Salaries are Burnham Scale. Married or single accommodation is available. Substantial assistance offered for staff children in the school.
Apply with full curriculum vitae and names, address and telephone numbers of two referees to the Headmaster, The Oratory Preparatory School, Goring Heath, Reading, Berks RG8 7SF. Tel: Pangbourne (07357) 4511. (2862)

Wiltshire
WILTSHIRE COUNTY COUNCIL
Required for September 1984
PRINCIPAL
of
THE COLLEGE, SWINDON
(Group 7 – Current Salary £22,655)
Applications are invited for the above post following the retirement of the present Principal.
Candidates should have extensive teaching and management experience, preferably in further education, and be able to offer the flair, and imagination required to direct the affairs of a major Further Education institution.
Further particulars and application forms are available from The Chief Education Officer (Ref. ST/ERH), County Hall, Bythesea Road, Trowbridge, Wiltshire, BA14 8JB, on receipt of a stamped addressed 9" x 6" envelope.
Closing date for applications 12th March 1984. (9056)

ilea Inner London Education Authority
WESTMINSTER COLLEGE
Vice Principal (Grade 7L)
Required for September 1984
The Senior Management of the College consists of Principal, 2 Vice Principals and Dean. This vacancy, due to retirement of the present holder, is for the second Vice Principal, based at Vincent Square, SW1. Responsibilities include oversight of three buildings in Westminster, College Accommodation generally, Health and Safety, Course Approval and Examination arrangements.
Applicants must be academically well qualified, teacher trained, experienced in college administration at Head of Department level. Industrial experience and a qualification in areas such as catering, science or engineering would be particularly beneficial.
Salary in accordance with Burnham (FE) scale: £16,657 p.a. *plus* London Allowance £987.
Send stamped addressed envelope for details and application form, returnable by 6 March 1984 *to The Clerk to the Governors, Westminster College, Battersea Park Road, London SW11 4JR.*
ILEA is an Equal Opportunities Employer. (9063)

COLLEGES OF FURTHER EDUCATION
continued

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UX
Tel: Halifax 58221
Required from 1st September 1984 LECTURER I IN BRICKWORK.
Application forms and further particulars available from the Principal of the College (SAE required). Closing date 5th MARCH 1984. (54486) 220026

BEDFORDSHIRE
BEDFORD COLLEGE OF HIGHER EDUCATION
LECTURER II - IN CHARGE OF SPECIAL NEEDS SECTION
Applications are invited from suitably qualified and experienced candidates for this post, vacant following the promotion of the present holder to a Headship.
This important and developing section provides Further Education courses for students with special needs and diverse handicaps.
Further details and application forms available from The Director, Bedford College of Higher Education Mander Site, Cauldwell Street, Bedford MK42 9AH. (0234 45151).
Bedfordshire is an Equal Opportunities Employer. (54468) 220026

BEDFORDSHIRE EDUCATION SERVICE
DUNSTABLE COLLEGE

HEAD OF DEPARTMENT OF PRINTING AND GRAPHIC ARTS (Grade III)

Application form and further details are available from The Principal, Dunstable College, Kingsway, Dunstable, Bedfordshire LU5 4HG. (Please mark for the attention of Mrs D. Wragg, Principal's Secretary, and enclose sae.)
Completed applications should be returned by 16th March.
Bedfordshire is an equal opportunities employer. (2419)

STANNINGTON COLLEGE, SHEFFIELD

VICE PRINCIPAL (COLLEGE GROUP V)
HEAD OF DEPARTMENT OF GENERAL STUDIES (GRADE IV)
TUTOR LIBRARIAN (LECTURER GRADE II)

Applications are invited for the above vacant posts.
Applicants must be suitably qualified and experienced.
APPLICATION FORMS AND FURTHER PARTICULARS OBTAINABLE FROM THE CHIEF ADMINISTRATIVE OFFICER (REF JB), STANNINGTON COLLEGE, MYERS GROVE LANE, SHEFFIELD S6 5JL. PLEASE ENCLOSE A STAMPED ADDRESSED ENVELOPE AND ENSURE THAT IT IS CLEAR FOR WHICH POST THE APPLICATION IS INTENDED. CLOSING DATE 9th MARCH.
Sheffield City Council is an equal opportunities employer. (9026)

London Borough of Havering
HAVERING TECHNICAL COLLEGE
Required from 1st September 1984

HEAD OF ELECTRICAL & ELECTRONIC ENGINEERING DEPARTMENT (Grade V)

Salary: £16,035–£17,736

Havering

Application forms and further details (sae) from the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.
Closing date: 9th March, 1984. (2420)

BERKSHIRE
EDUCATION COMMITTEE
BRACKNELL COLLEGE
REQUIRED 1 SEPTEMBER 1984.
DEPARTMENT OF BUSINESS, CATERING & GENERAL STUDIES.
Post 1: LECTURER I in BOOK-KEEPING and ACCOUNTS.
Post 2: LECTURER I in COMPUTING and STATISTICS.
Post 3: LECTURER I in GEOGRAPHY and GEOLOGY.
Candidates are expected to teach on Business Studies courses to BEC National/GCE 'A' level standard.
Salary in accordance with the Burnham Further Education Scale plus London Fringe Allowance.
Assistance with housing and removal assistance may be given.
Further particulars and application forms which should be returned within 14 days of the appearance of this advertisement from the Principal, Bracknell College, Church Road, Bracknell, Berkshire RG12 1DJ. (Tel: 0344 420411). (54286) 220026

BRENT
LONDON BOROUGH OF BRENT
KILBURN POLYTECHNIC
Priory Park Road, NW6 7YB
DEPARTMENT OF FASHION FOOD AND COMMUNITY STUDIES.
LECTURER I IN HEALTH SUBJECTS (Post No. 84/2).
Required as soon as possible to teach full and part-time students following Social Care Courses in this department.
Sound professional qualifications and Further Education teaching experience are required.
LECTURER I IN HOME NURSING AND FIRST AID (Post No. 84/3).
Required as soon as possible to teach First Aid and Home Nursing subjects to students following full and part-time courses in this department.
Substantial recent experience of relevant teaching in Further Education and a Teachers' certificate are essential requirements.
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES.
LECTURER I IN SECRETARIAL STUDIES (Post No. 84/5).
Required as soon as possible to teach secretarial subjects in a Department which has a major interest in B/TEC work and the applications of new technology.
HARLESDEN CENTRE
LECTURER I IN COMPUTING AND INFORMATION PROCESSING (Post No. 84/4).
Required from 1st September 1984 or earlier to consolidate and develop initiatives in this area of work.
FOR ALL THE ABOVE POSTS:-
Salary: £5,649 - £9,735 plus London Allowance of £987.
Brent is an equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Further particulars and application forms for the above posts returnable within TEN days of this advertisement may be obtained from the Principal on receipt of a S.A.E. (54448) 220026

CAMBRIDGESHIRE
CAMBRIDGE COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF CATERING AND HOTEL ADMINISTRATION
LECTURER I IN ACCOMMODATION OPERATIONS
Applications are invited for this vacancy, to commence duties on September 1, 1984. The person appointed will teach Housekeeping subjects on BTEC Diploma and CGL1705 Courses. This is an area of work which will develop with the transfer of the Department to new purpose-built accommodation.
Applicants should possess a recognized qualification and have relevant industrial experience. A teaching qualification and/or experience would be an advantage.
Salary Scale £5,649 - £9,735 p.a.
Further details can be obtained by sending a foolscap SAE to the Principal's Secretary, Cambridge College of Further Education, Newmarket Road, Cambridge CB5 8EG.
Closing date for receipt of applications: 9th March 1984. (54254) 220026

CHESHIRE
SOUTH CHESHIRE COLLEGE
LECTURER I in CATERING
Required to teach food preparation and/or service together with theoretical subjects for City & Guilds 706/707 series and B/TEC.
Particulars and application form may be obtained from THE COLLEGE, Dane Bank Avenue, Crewe. Tel: (0270) 69133. (54415)
220026

DERBYSHIRE
CHESTERFIELD COLLEGE OF TECHNOLOGY
REQUIRED FOR 1ST MAY 1984 or as soon as possible.
LECTURER II in Catering/or Food Services/or Bakery Subjects.
Candidates should be suitably qualified, possess relevant experience and preferably be teacher trained.
Letters of application (no forms) to be returned to the Principal, Chesterfield College of Technology, Infirmary Road, Chesterfield BY RETURN OF POST.
Derbyshire County Council is an Equal Opportunities Employer. (08700) 220026

DYFED
TRINITY COLLEGE
Carmarthen
COLEG Y DRINDOD
Caerfyrddin
PRINCIPAL: D. Clive Jones-Davies M.A., M.Phil, FRIPATHRO
Seven Posts
(LECTURER II/SENIOR LECTURER)
Applications are invited from teachers with recent and substantial experience of Primary Education able to offer one of the following specialisms within B.Ed and B.A. Degree courses:-
Nursery/Infant Education, English, History, Welsh (also able to contribute to History), Physical Education/Outdoor Pursuits, Religious Education, Science (Biology).
The successful candidates should be able to contribute to Welsh Medium courses.
Further particulars may be obtained from the Principal to whom LETTERS OF APPLICATION with the names of two Referees, should be sent by Tuesday, 13th MARCH, 1984. (57410) 220026

THURROCK TECHNICAL COLLEGE
Woodview Grays

LECTURER GRADE I
In pre-Nursing Subjects

required from 1st May 1984 or as soon as possible afterwards.
To teach 16–18 year old students on a two year full time course.
Applicants should have S.R.N. qualification together with R.N.T. or R.C.N.T. teaching qualifications, or alternatively hold a nursing degree. An S.C.M. of Obstetrics Certificate would be an advantage.
SALARY: £5,895 to £9,981 per annum including Fringe Allowance.
Application form and further details may be obtained from the Principal to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (9066)

ESSEX County Council

EXETER
EXETER COLLEGE
FACULTY OF TECHNOLOGY
DEPARTMENT OF ENGINEERING
SENIOR LECTURER: ELECTRICAL ENGINEERING (MICROELECTRONICS AND CONTROL)
Required with effect from 1 September 1984 a person to teach both theoretical and practical application of microelectronics technology in industrial processes. Additionally the person appointed might be expected to head the Electrical Section of the Department. Experience of modern manufacturing Control and Instrumentation Systems together with a sound knowledge of C.N.C. and Robotics would be a considerable advantage. Applicants should possess a good Honours degree in Electronics or a related subject and preferably be Teacher trained.
Salary Scale: £10,683 - £13,443.
Further particulars and application forms may be obtained from (sae please), The Principal, Exeter College, Hele Road, Exeter EX4 4JS.
Closing date for applications two weeks after the date of this advertisement. (54171) 220026

GRAMPIAN
REGIONAL COUNCIL
LECTURER 'B' - TUTOR LIBRARIAN
Required at Moray College of Further Education, Elgin and responsible to Head of Learning Resources Unit. Also required to participate in a vigorous programme of user education as well as the Management of all library services. Candidates should be a graduate chartered librarian with experience in academic libraries. A teaching qualification would be an advantage.
Salary scale £7,644 to £10,413. Placing for approved teaching and industrial experience.
Application forms from Director of Education, Woodhill House, Aberdeen AB9 2LU, with whom applications (2 copies) should be lodged by March 9th. (57115) 220026

HARROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
ADULT STUDIES DEPARTMENT
LECTURER II - AREA CO-ORDINATOR
A Lecturer Grade II is required from 1st May 1984 to act as Adult Studies Co-ordinator for the Harrow Weald area of Harrow. The post is a supervisory as well as a teaching one and involves responsibility for some 2000 part-time students on adult education courses in College and satellite (dual-use) premises. Adult education qualification is desirable and experience essential, in addition to teaching qualifications.
Salary as per FE Burnham Committee scales: Lecturer II £7,215 - £11,568 per annum plus Outer London Allowance.
Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End, Middlesex, Tel: 01-428 0121 to whom they should be returned by 10th March 1984.
HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (65565) 220026

JORDANHILL COLLEGE OF EDUCATION
SCHOOL OF FURTHER EDUCATION

LECTURER IN CONSTRUCTION TECHNOLOGY

The Governors invite applications for the post of LECTURER IN CONSTRUCTION TECHNOLOGY in the School of Further Education, which is the national centre for the training of further education lecturers in Scotland. Applicants should possess an Honours degree or equivalent in an appropriate subject and be registered with the G.T.C.
The successful applicant will be expected to have had considerable further education teaching experience in building construction technology and will be required to participate in the School's courses in educational methods for further education lecturers who specialise in construction technology.
The appointment will be from 1st September, 1984, or such other date as may be mutually agreed.
The salary for the post will be determined in relation to the successful applicant's salary at the time of appointment and will be on the scale £8,313 to £13,125, which has 13 points, and increments of £330 approximately.
Further particulars and forms of application may be obtained from:

THE PRINCIPAL,
JORDANHILL COLLEGE OF EDUCATION,
SOUTHBRAE DRIVE,
GLASGOW G13 1PP.

Completed forms should be returned not later than Monday 12th March 1984. (9020)

HUMBERSIDE
COUNTY COUNCIL
HULL COLLEGE OF FURTHER EDUCATION
TUTOR LIBRARIAN LECTURER II
SALARY: £7,215 - £11,568
Readvertisement
Application forms and further particulars are available from: The Administrative Officer, Queen's Gardens, Hull HU1 3DG.
Closing date 9th March 1984. (65569) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE OF ARTS & TECHNOLOGY
Medina Way, Newport, I.W. PO30 5TA
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
Required for September 1984:- 1) LECTURER GRADE I to teach Business Calculations for B/TEC General Level Awards, and Basic Numeracy to students with moderate learning difficulties.
2) LECTURER GRADE I to teach Typewriting and Office Practice and assist the Senior Course Tutor with the administration of YTS Office Skills Courses.
Applicants are invited to give details of additional subjects they can teach, with appropriate qualifications and business experience.
A teaching qualification or teaching experience is desirable.
Salary Scale: LECTURER I £5,649 - £9,735.
Application forms and further information available from the Chief Administrative officer at the College to whom completed forms should be returned by 9th March 1984. (65564) 220026

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
SCHOOL OF COMPUTER TECHNOLOGY
TEMPORARY LECTURER GRADE I
COMPUTING & MICRO-ELECTRONICS
Required for one year, to commence as soon as possible. The person appointed will be concerned with the teaching and development of a range of courses in the field of Computer Technology and Micro-Electronics Principles and Applications.
Salary (Burnham Scale): Lecturer 1 £5,649 - £9,735 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms & further particulars from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement. Please quote Ref: HTC448. (57415) 220026

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
H.M. PRISON
Ribbleton Lane, Preston
1st May, 1984
DEPUTY EDUCATION OFFICER
LECTURER II (F.E. BURNHAM) (£7,215 - £11,568 p.a.)
ORGANISATION DEVELOPMENT OF LITERACY/NUMERACY
EDUCATION GUIDANCE COUNSELLING AN ADVANTAGE
Forms/Further details from/to District Education Officer, District Education Office, 58/60 Guildhall Street, Preston. (SAE please).
Closing date: 8th March, 1984. (54639) 220026

SURREY EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road Weybridge Surrey

Lecturer I/II – Student Counsellor

to take responsibility for well-established College Counselling Service. FE Teacher experience preferred with qualification and experience in Counselling.

DEPARTMENT OF TECHNOLOGY

Lecturer II – Computing

for BTEC National/Higher National Computer Studies. Appropriate qualifications and experience to teach Systems Analysis/Design and Structured COBOL.

DEPARTMENT OF ENGLISH AND COMMUNICATIONS

Lecturer II – English/Communications

to organise Communications servicing for range of craft courses including C&G 772. Also 'A' level teaching. Relevant experience and qualifications required.
Salary scale: Lecturer I: £5,649–£9,735 per annum
Lecturer II: £7,215–£11,568 per annum
plus £258 per annum London Fringe Area Allowance.
Commencing salary dependent upon qualifications and experience.
Generous relocation expenses in approved cases.
Further details and application forms from the Principal to be returned by Monday 5th March, 1984. (9064)

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE II £7,215–£11,568. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £987. ILEA is an equal opportunities employer.

NORTH LONDON COLLEGE
Camden Road, Holloway N7 0SP
Tel: 01-609 0041
North London College is a central institution in Islington providing education and training opportunities for the 16–19 age range and for continuing education. It has an established reputation for curriculum innovation and service to the community.

Department of General Studies
LECTURER II – ADULT AND CONTINUING EDUCATION, to undertake the curriculum development of existing and new courses directed at the needs of adults seeking to return to education or new areas of employment.

Department of Business Studies
Applications are invited for the following posts, which are available from the commencement of the Summer Term 1984.
LECTURER II – Course Tutor for the BTEC National Diploma in COMPUTER STUDIES, and to teach computing subjects appropriate to such an appointment.

LECTURER I – to teach ACCOUNTS and COMMERCE on a variety of courses offered by the Department. Applicants must be able to offer WORLD OF WORK at BEC General Level, and BACKGROUND TO BUSINESS to Basic Clerical Procedures students.
Details of the post together with form of application are available from the Senior Administrative Officer at the College to whom they should be returned by Friday, 9 March, 1984.

VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY
Tel: 01-928 4611
Department of Continuing Education
LECTURER II in LIFE AND STUDY SKILLS
A Lecturer II is required as soon as possible to be responsible for Life and Study Skills on existing courses and to develop appropriate programmes for proposed courses in this new and expanding department. Interest/Experience in post YTS courses would be an advantage.

Department of Technician Studies
LECTURER II – BUILDING SUPERVISORY STUDIES
Starting date: April 1984.
Applications are invited for the above post to teach Supervisory Studies subjects mainly to students who are employed in Local Government. Candidates should have extensive local government experience at a senior level and should be prepared to develop short courses to satisfy current training needs.
Application forms and further details for both posts may be obtained from the Deputy Senior Administrative Officer (Ext. 7367).
Completed application forms must be returned by no later than 9 March, 1984. (9082)

BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent, DA17 6JA
Principal: D. F. Glover, MA, BSc, FCIS, FIIM, FBIM.
Applications are invited for the following posts, to take effect as soon as possible:

LECTURER GRADE II IN HAIRDRESSING

Required to share responsibility for the full-time and/or part-time Hairdressing Courses in the Department. Teaching qualifications and experience and appropriate City & Guilds qualifications in Hairdressing are essential. The ability to offer a subsidiary subject, e.g. Business Practice, 'Gents' Hairdressing or Boardwork would be an added advantage. (Ref. S.C.1)

LECTURER GRADE I IN BRICKWORK

Required to teach, in due course, up to City & Guilds Advanced Craft Certificate level but be prepared, initially, to teach extensively on Y.T.S., first year craft and link courses. Applicants should possess a Full Technological Certificate or equivalent and be well experienced in the trade. (Ref. C.1)

BURNHAM SALARY SCALES (including London Allowance):
LECTURER GRADE II: £7,860–£12,213
LECTURER GRADE I: £6,294–£10,380 (according to qualifications and experience).
Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.
The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance. (9030)

COLLEGES OF FURTHER EDUCATION
continued

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
NELSON AND COLNE COLLEGE
Scotland Road, Nelson, Lancs.
Required from 1st April, 1984, or before if possible. LECTURER I - CONCERNED WITH SECOND LANGUAGE SPEAKERS AND RELATIONSHIPS IN MULTI-RACIAL WORK-PLACES WHICH PROVIDE A SERVICE TO THE COMMUNITY.
Forms/further details from/to The Chief Administrative Officer at the College. (SAE please).
Closing date: 8th March, 1984. (54637) 220026

NORTHAMPTONSHIRE
TRESHAM COLLEGE
LECTURER II IN COMPUTNG
Required from 1st May 1984 to join a small team who are responsible for this expanding area of the College's work. Apart from specific courses in computing, such as BTEC, G.C.E. 'O' and 'A' level, and National Computing Centre Courses, computing and it's application areas are central to the curriculum of many other courses.
Applicants should preferably have both teaching and recent industrial experience. Expertise in one or more of computer control techniques, computer graphics, small business computer systems and computer applications, would be an advantage.
LECTURER II IN ENGLISH AND COMMUNICATIONS.
A suitably qualified and experienced person is required as soon as possible to join and lead a team of full and part-time lecturers concerned with G.C.E. 'O' and 'A' level English and Communications and with servicing other classes.
LECTURER I IN ACCOUNTING.
Required for September 1984. Applicants must be appropriately qualified to teach Accountancy and related subjects to students on G.C.E. 'O' and 'A' level courses, BTEC National and General Diploma and Certificate courses and other technician level courses. Experience in the teaching or use of computer application in Accountancy will be an advantage.
LECTURER I IN COPING AND MANAGING SKILLS.
This is a one year fixed term full-time post from 1st September 1984. A suitably qualified and experienced person is required for Youth Training Scheme courses, both Mode A and the College's own Mode B courses.
Salary on the Scale:
Lecturer II £7,215 - £11,568.
Lecturer I £5,355 - £9,267.
Point of entry will be determined by experience and qualifications.
Application forms and further details are available from:- The Principal, Tresham College, St Mary's Road, Kettering, Northants, Tel: Kettering 85353. (54659) 220026

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
WARLEY COLLEGE OF TECHNOLOGY
Principal: J.W. Longden, MSc., C.Eng., M.I.Mech.E., M.B.I.M.
APPLICATIONS ARE INVITED from suitably qualified and experienced persons for the following posts:
Two Technical Writers. To work in a small development team concerned with the preparation of eleven open learning packages in Computer Aided Engineering, under a project funded by Open Tech.
Persons appointed would be required to collate technical information from support staff and prepare and assist with validation of learning packages.
Candidates should have experience in technical and preparation of learning material, together with a knowledge of computing applied to engineering.
Salary Scales: Lecturer Grade LII: £7,215 to £11,568 pa in 10 increments.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded no later than Friday, 9th March, 1984, to the Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, Sandwell, West Midlands B66 3BU.
Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people.
Canvassing of members of the Authority will disqualify. (54041) 220026

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER GRADE II IN FASHION
£7,215 to £11,568 per annum
This is a re-advertisement
Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (54...) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
BASFORD HALL COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts which become vacant in the Department of Building Service Engineering on 30th April, 1984:-
LECTURER
Grade II
BUILDING SERVICES ENGINEERING
to teach mainly Technician Studies and to be responsible for the administration of BTEC National Certificate and Diploma programmes. Applicants should have an appropriate professional qualification and preferably some teaching experience, together with relevant industrial experience in at least one aspect of Building Services Design and Administration. For further details please see below next two vacancies.
LECTURER
Grade II
PLUMBING
to teach mainly Craft and Advanced Craft Plumbing and to be responsible for the Plumbing Division of the department. Applicants should be suitably qualified and have had appropriate industrial experience and preferably wide teaching experience.
For further details please see below next vacancy.
LECTURER
Grade I
PLUMBING
to teach mainly Craft and Advanced Craft Plumbing and to assist with allied pipework courses. Applicants should be suitably qualified and have had appropriate industrial experience and preferably some teaching experience.
Lecturer Grade II £7,215 - £11,568.
Lecturer Grade I £5,649 - £9,735.
Entry point on the appropriate salary scale according to qualifications and experience.
Application forms and further particulars are obtainable from the Principal of the College, Stockhill Lane, Nottingham NG6 0NB, Tel: (0602) 704541, to whom completed forms should be returned by 9th March, 1984. (54050) 220026

WEST SUSSEX
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
Required as soon as possible
(a) Lecturer Grade I for common-core skills with particular emphasis upon teaching numeracy and computer appreciation.
(b) Lecturer Grade I for General and Communication Studies with ability to contribute to Personal Sales and Service teaching.
Salary Scale £5,649 - £9,735plus £258 Local Allowance.
Particulars and forms from the Principal on receipt of s.a.e.
Applications to be returned to the College within 14 days of the appearance of this advertisement. (54197) 220026

HOLIDAY COURSE TUTORS
We are looking for tutors already working in established Universities who would be able to teach short vacation courses to students, from U.S.A. Universities in Oxford, between the end of June and beginning of September.
Duration of the course would be flexible, between 40 and 90 hours, spread over 4 to 9 weeks. The content level should be to suit undergraduate students in American programmes.
We are particularly interested in tutors already experienced with the U.S.A. system of University education.
We can offer excellent accommodation conditions, facilities and high rates of pay.
Please write to Box No. TES 00128, Priory House, St. Johns Lane, EC1M 4BX, with a full C.V. of career history and an outline of the course offered together with any other relevant information. (54354) 220026

We need a SECRETARY GENERAL AND COUNCIL MEMBERS FOR NEW PROFESSIONAL BUSINESS BODY SALARY, £14,000 p.a.
We are looking for a Secretary General who has experience in Higher Education and/or the Accountancy Profession as we believe it is essential that the content of our examinations has the approval of the leading Professional Bodies and the Polytechnics. Salary £14,000 p.a. We also need the support of people with experience of Professional Bodies and Polytechnics who would like to become members of our council.
Please write giving details of your educational background and your contacts with the Accountancy Profession and/or Higher Education. Box No. TES 00127 Priory House, St. John's Lane, EC1M 4BX. (54361) 220026

University Appointments

BIRMINGHAM
THE UNIVERSITY OF ASTON IN BIRMINGHAM
DEPARTMENT OF MODERN LANGUAGES
LECTURESHIP IN FRENCH
Applications are invited for the above appointment in the Department of Modern Languages. The Department consists of specialists in French, German and Linguistics, each of which is offered as a single subject or joint/combined honours subject within two undergraduate degree schemes and two taught Masters degrees. Facilities also exist for research students to follow individual projects to M.Phil and Ph.D.
The "ideal" academic background for the post would be a first degree in French, followed by a postgraduate qualification in contemporary French politics. Candidates should have research interests in an aspects of contemporary French political or social history and the ability to lecture and give seminars in French.
The appointment will be for a period of three years initially, with the possibility of renewal or subsequent transfer to a continuing appointment. Initial salary will be within and up to the maximum of the range £7,190 to £14,125 per annum.
Application forms and further particulars may be obtained from the Staff Officer (quoting Ref: 392/5), University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. Tel: 021 359 3611, Ext. 4564. Closing date for the receipt of applications is 23rd March 1984. (54172) 280000

CAMBRIDGESHIRE
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
Applications are invited from History graduates, preferably with at least five years' recent teaching experience to GCE Ordinary and Advanced level, for the post of Assistant to the Secretaries. Experience of examining or of educational administration would be an advantage. It is expected that the person appointed will be in the age range 28 - 35. Salary is on a scale from £8,975 to £11,615 (annual review date 1 April). This post was previously advertised in November 1983: previous applicants need not re-apply.
Further information is available from the Deputy Secretary, Local Examinations Syndicate, 1 Hills Road, Cambridge CB1 2EU, to whom applications (ten copies) and the names of three referees should be submitted by 19 March 1984. (54373) 280000

DUNDEE
UNIVERSITY OF DUNDEE
DEPARTMENT OF EDUCATION
A Temporary Lecturer in Education is required to teach on the Diploma and M.Ed. courses and to take part in the supervision of part-time M.Phil. candidates.
Applicants should have a higher degree in Education and first-hand experience in primary or secondary education. Preference will be given to those whose main interest is in some aspect of the theory or practice of education. A supporting interest in post-school (including continuing) education would be an advantage.
The appointment will be made for a fixed period of up to three years during which there will be a major review and perhaps reorganisation of Education teaching in the University. The post may therefore be particularly suitable for someone who has recently retired prematurely from an appropriate teaching post in a University or College of Education or for someone who could be seconded from his/her present post in any branch of education. The salary will be on the Lecturer scale £7,190 - £14,125 per annum.
Further particulars are available from the Personnel Office, The University, Dundee with whom applications (6 copies) should be lodged by 20th March, 1984. Please quote reference EST/5/84E. (54175) 280000

WARWICKSHIRE
UNIVERSITY OF WARWICK
LECTURESHIP IN ARTS EDUCATION (PRIMARY)
Applications are invited for the post of Lecturer in the Department of Arts Education, tenable from October 1984. The successful candidate will teach professional courses to prospective primary teachers. Specialist interests EITHER in art/integrated arts OR in language development/children's literature would be an advantage.
Salary on the Lecturer Scale: £7,190 - £14,125 p.a.
Further particulars and application forms from the Registrar, University of Warwick, Coventry CV4 7AL, quoting Reference No: 22/A/84/13.
Closing date for receipt of applications: 16th March, 1984. (54359) 280000

Fellowships, Studentships and Research Awards

CAMBRIDGESHIRE
FITZWILLIAM COLLEGE
Cambridge
SCHOOLMASTER/SCHOOLMISTRESS FELLOWSHIP
The Governing Body of Fitzwilliam College propose to elect a Schoolmaster/Schoolmistress Fellow for the Lent Term 1985. The Fellow will be expected to reside in College for the period of Full Term. No specific duties are attached to the Fellowship, as it is the intention of the Governing Body to give such Fellows an opportunity to pursue their own intellectual interests and to follow recent developments in their subject. The Fellow, but not his or her family, will be provided with board and lodging at the College's expense, and a maintenance grant of £100 will be paid. It is assumed that a salary will be continued to be paid by the Local Education Authority or the School as appropriate and that substitute teaching for the Term will be provided at no expense to the Fellow. There are no conditions of eligibility except the requirement that a successful applicant should at the time of appointment hold a teaching post in secondary education in the United Kingdom.
Application, made on forms which will be supplied on request, should be made to the Master, Fitzwilliam College, Cambridge CB3 0DG, so as to reach him not later than 10th March 1984. (57413) 300000

Colleges of Higher Education

Heads of Department

AVON COUNTY
BATH COLLEGE OF HIGHER EDUCATION
(Incorporating BATH ACADEMY OF ART)
Following the merger of the above two colleges the Governors are now restructuring the college into three Faculties and applications are invited for three new posts as HEAD of FACULTY (Burnham Grade VI).
Post A Faculty of ART and MUSIC.
Post B Faculty of EDUCATION.
Post C Faculty of HOME ECONOMICS, SCIENCE and HUMANITIES.
Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be returned by 2nd March 1984. (50629) 340018

Other Appointments

MIDDLESEX
WEST LONDON INSTITUTE OF HIGHER EDUCATION
CHRISTIAN EDUCATION MOVEMENT
(one year appointment in the first instance)
Required for September 1984 A SECONDARY RELIGIOUS EDUCATION ADVISER (experienced qualified teacher, is possible with higher degree), for work in the RE Resources Centre and widely in the South of England.
Salary in accordance with the Lecturer II Grade for Teachers of FE (viz. £7,215 - £11,568 plus £645 Outer London Allowance).
Further information and application form from The Vice Principal, WLIHE, Lancaster House, Borough Road, Isleworth, Middx. TW7 5DU. (Tel: 01-568 8741, Ext. 277). Applications to be returned by first post 16th March. (54496) 340026

SUFFOLK
SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
Required as soon as possible:
LECTURER GRADE II in Basic Skills.
To teach Communication and Social and Life Skills on a range of craft and YTS courses. Appropriate teaching experience combined with some industrial/commercial background is essential.
Salary Scale: £7,215 - £11,568.
Further details and application form can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned within 14 days of this advertisement. Please send large s.a.e. and quote post number 4.22.
Suffolk County Council. (54265) 340026

LONDON BOROUGH OF HARROW
HARROW COLLEGE OF HIGHER EDUCATION

Applications are invited from suitably qualified candidates for the following challenging senior management appointment in the College.

FACULTY OF SCIENCE AND TECHNOLOGY

HEAD OF THE SCHOOL OF SCIENCES
(ASSOCIATE DEAN)

(Grade V and London Allowance – with the possibility of appointment to the post of Dean of the Faculty of Science and Technology).

The Associate Dean is a member of the College Management Board and of the Academic Board, and provides academic leadership for over 30 lecturers and resource leadership for the development of courses and subjects which comprise the Faculty programme.

Applicants should have a research background, proven administrative ability and be fully conversant with the requirements of the main validating bodies in the public sector of higher education.

Salary scale: Grade V £15,390–£17,091 plus London Allowance

For further information concerning the appointment and application form please write to The Principal, Harrow College of Higher Education, Watford Road, Northwick Park, Harrow HA1 3TP (Tel: 01-864 5422 Extn. 232) to whom completed applications are to be returned by 9th March 1984.

Harrow is an Equal Opportunities Employer (9050)

Nene College Northampton

HEAD OF THE SCHOOL OF CHIROPODY

On 1st September 1984, as a joint venture with the Local Health Authority a new School of Chiropody will be established at Nene College, a thriving institution providing a wide range of further and higher education courses.

The college is seeking to appoint an experienced and dynamic Head of School to lead this exciting venture. The appointment will be at the Senior Lecturer/Principal Lecturer (Burnham F.E.) Level, depending on the qualifications and experience of the successful applicant.

Candidates with appropriate qualifications in Chiropody, teaching and/or administrative experience in this field as well as a desire to match their leadership qualities against the challenge of this development should telephone Dr John Frain, Deputy Director or Mr David George, Dean of Science at 0604 715000 for further details. It is imperative that potential applicants do this since the College wishes to make an appointment to the post with effect from 1st May 1984. Interviews will be held as soon as possible. (9017)

Full Time Youth Workers

Applications are invited from experienced and innovative Youth Workers for two posts in small towns in the mid-Bedfordshire area, which is rural in character.

Senior Worker, Biggleswade

The person appointed will have responsibility for the Biggleswade Youth Centre, on the site of a middle school, and will be expected to develop the links with youth organisations within the centre's catchment area.

Senior Worker, Shefford

The person appointed will have responsibility for the Shefford Youth Centre, on the site of a Community College, and will be expected to develop the links with youth organisations within the centre's catchment area.

The Authority provides comprehensive induction, appropriate in-service training and continuous support to staff. Assistance may be given towards removal expenses, legal and estate agents fees and lodging allowances in approved cases.

Salary JNG 3 Points 4-8 £8178 – £9183 p.a.

Application forms and full details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP.

Telephone enquiries to Mrs E. Goodwin on Bedford 63222 ext 359.

Closing date for the receipt of applications 9th March, 1984.

The Council is an equal opportunity employer. (2410)

Bedfordshire COUNTY COUNCIL

COLLEGES OF HIGHER EDUCATION
continued

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
BRETTON HALL
(College of Higher Education affiliated to the University of Leeds)
LECTURER IN EDUCATION with special reference to INTERPERSONAL RELATIONSHIPS AND SOCIAL PSYCHOLOGY Salary Lecturer II/Senior Lecturer Burnham Scale £7,215 - £10,683 - £13,443.

The Lecturer appointed will be expected to contribute to the following:

B.Ed. (Primary/Secondary)
B.A. Courses.

Advanced Diploma in Counselling and Guidance and Social Work Courses. Candidates must have the appropriate academic qualification, experience in a counselling/guidance capacity and have a special interest in human interaction skills, group work and related areas. They should combine an interest in academic studies with a strong desire to relate theory to practical situations.

Further details and application forms from The Principal, Bretton Hall College of Higher Education, West Bretton, Wakefield, West Yorkshire WF4 4LG. Tel: Bretton 261. Forms to be returned by 11 March 1984.

Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interest of economy individual letters will not be sent. (54635) 340026

LONDON

Inner London Education Authority
SOUTHWARK INSTITUTE OF ADULT EDUCATION
Required for April 1984, HEAD OF CENTRE, (SENIOR LECTURER), to manage and support the work within the Nunhead Sector of the Institute and to lead the team of staff, drawn from the full and part-time staff group, who are piloting and developing the Institute's work in the integration of people with disablement into the regular programme of courses and classes. The person we are seeking will be suitably qualified and will have relevant experience in adult education and also in promoting educational access for adult people who have, for whatever reason, missed out on earlier opportunities.

Salary Scale in accordance with BURNHAM (FE) Report Senior Lecturer within the range £10,683 - £12,552 (Bar) plus £987 Inner London Allowance.

Assistance may be given towards household removal expenses.

Details and application form from the SAO, Southwark Institute, Queens Road Centre, St. Mary's Rd., SE15 2EA returnable by 9th March 1984. PLEASE PROVIDE STAMPED ADDRESSED ENVELOPE.

ILEA is an equal opportunities employer. (54422) 380000

Adult Education

BERKSHIRE

COUNTY COUNCIL
READING ADULT COLLEGE
Education Officer required for 1st September, 1984, at HM Prison, Reading, to organise and develop general and basic education programmes.

Lecturer II (£7,215 to £11,568).

Further particulars and application form from the Principal, Reading Adult College, Wilson Road, Reading RG3 2RW, to whom completed forms should be returned by 16th March, 1984. (57902) 380000

LONDON

Inner London Education Authority

FLEET COMMUNITY EDUCATION CENTRE
Agincourt Road, London NW3

Tel: 485 9988

LECTURER GRADE I in Community Education - (Basic Education & Multi-Ethnic fields).

Salary: Burnham (FE) salary scale Lecturer Grade I. £5,649 - £9,735 plus £987 London Allowance.

The person appointed should have experience in the Community Education field, a relevant educational qualifications and first-hand experience of working with ethnic minorities. She/he should be willing to undertake any necessary in-service training.

For further details, job description and application forms apply above, (Stamped addressed foolscap envelope). Closing date 16 March 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (54425) 380000

Community Homes and Associated Institutes

Other Appointments

BUCKINGHAMSHIRE

COUNTY COUNCIL
HEATHERCROFT HOUSE
SENIOR RESIDENTIAL SOCIAL WORKER
Salary: £7,191 - £8,712 (£9,363 if qualified)
Heathcroft House is a Community Home with Education on the premises for 26 teenage girls in the City of Milton Keynes.

The Centre opened in 1978 and includes a 5 place secure unit. Applicants will need to offer an enthusiastic approach to child care problems and be willing to make a positive contribution as a member of a multi-disciplinary team.

The post carries responsibility for deputising for the Group Leader across the full range of duties along with participating as a senior member of the staff team. It represents a challenging opportunity for professional learning and development within the framework of regular supervision and in-service training.

Further details and arrangements for an informal visit can be made by contacting Miss Anne Cooper Principal at Heathercroft House on Milton Keynes 605511.

Application forms and job description available from the Director of Social Services, County Hall, Aylesbury, Bucks. HP20 1EZ. Tel: Aylesbury 5000, Ext. 561.

Closing date: 9th March, 1984.

Interview date: 30th March, 1984. (54069) 400026

EDUCATION DEPARTMENT

Youth & Community Service Worker

JNC Range 3 (3–7) – £7,944–£8,877

Main responsibility will be the New House County Youth Club in Sittingbourne, the largest of the four County Clubs in the Division but there will be other opportunities to develop youth provision as part of a Divisional team of workers. There is a proposal to add a sports hall to the existing facilities within the Centre in the near future. Applicants must be qualified and experienced.

Community Programme Workers are based at the Centre and responsible to the Youth Worker. Adequate part-time staff are available and a staff development policy is operated within the County Youth and Community Service.

Assistance with removal, lodging, resettlement and legal expenses available in approved cases.

Alan Bernstein, Divisional Youth and Community Service Officer, leads the team and is available on Sittingbourne 73333 for an informal talk about the post and the attraction of working and living in this northern stretch of the Garden of England.

Further details and application forms returnable by 9th March from the Divisional Education Officer, Education Office, Avenue of Remembrance, Sittingbourne, Kent ME10 4DD. (9070)

KENT COUNTY COUNCIL

Youth and Community Service

DORSET

YOUTH SERVICE
READVERTISEMENT
Applications are invited from suitably experienced and qualified persons for the post of Area Youth Worker for the West Moors area of Dorset. The present post holder has been promoted within the County Youth Service. The successful candidate will have demonstrated good youth service experience and an apetite for hard work and a flexible approach to work with a flexible approach to work with young people and adults in a team setting. Salary J.N.C. Range 3 Pts 4 - 8 £8,178 - £9,183. Assistance may be given with removal, disturbance expenses.

For informal discussion please telephone Norman Hutching on Blandford 51182.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of foolscap s.a.e. (Closing date 9th March, 1984). (65563) 440000

DORSET

COUNTY COUNCIL
COUNTY EDUCATION DEPARTMENT
YOUTH OFFICER (WEST DORSET, WEYMOUTH & PORTLAND

(Based at the Area Youth Office, 33 Trinity Street, Dorchester)

You must hold qualified youth worker status as defined in recent reports of the Joint Negotiating Committee for Youth Workers and Community Centre Wardens and should be able to demonstrate good experience of youth work in both LEA and Voluntary sectors.

The commencing salary will be within Soulbury Youth Service Officers Main Range HT Group (M) I (£9,948 - £11,178).

Relocation expenses will be given in approved cases.

Application forms 9 March 1984 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester 63131, Ext. 4171. (Please quote post number - CO112X). (54198) 440000

LIVERPOOL

Lecturers for Retail Y.T.S. Able to teach L.S.S./Communication or Physical/Social Environmental or Computer Studies.

C.V. to: Gourley Training & Services, 6 Page Moss Parade, Huyton, Liverpool L36 2PA. (08697) 440000

Youth and Community Service

Senior Youth and Community Services Officer
(Training and Development)

65 Forty Avenue, Wembley
Soulbury Senior Range Pts.
2–6 £11,763 – £13,188 per annum
plus £987 London Allowance

Applications are invited for this important second-tier post in the Borough's progressive Service. The post holder will be concerned with promoting and developing training stratergies relevant to the needs of Brent. This will involve initiating training programmes and monitoring arrangements to ensure the efficient use of resources. Effective liaison with the other agencies in related fields will also be an important aspect of this work.

The successful applicant will need a thorough knowledge of Youth and Community work practice and have had experience of working with various minority groups. This post carries with it responsibility for the In-Service Training needs of over 100 professional staff in addition to providing courses for a large team of part-time personnel.

Applicants wishing more information may contact Mrs. Joan J. Hooper, the Principal Youth and Community Service Officer. Tel: 01–904 5811.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER.

JOB SHARERS WELCOME

Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex HA9 9BR, returnable by 16th March telephone 01 903 0371 (24 hour Ansafone service).

Reference number E137 must be quoted.

London Borough of BRENT (9028)

COMMUNITY EDUCATION

Applications are invited from suitably experienced and qualified persons for the following full-time posts with the newly-created

Ethnic Minorities Youth Work Development Unit:

Project Leader
JNC4 (5-9) £9,714–£10,830 plus £645 LW (Ref: G5830)

3 Project Workers
JNC3 (2-6) £7,710–£8,646 plus £645 LW (Ref: G5833)

The Unit will be an integral part of the Borough's Youth and Community Service, which is part of the Community Education Branch of the Education Department.

The minimum requirements for all four posts are: a qualification in Youth and Community work which is recognised by both the Joint Negotiating Committee (JNC) and the Department of Education and Science; an understanding of the various and differing cultural patterns of a multi-racial/multi-ethnic society; a sympathetic understanding of social educational needs of young people from the different ethnic minority groups and an ability to develop, and to assist others in developing, a range of programmes for this purpose. For the post of Project Leader, prospective candidates will be required, in addition, to have at least five years' relevant post-qualification experience, to include a significant amount of time working alongside, or on behalf of, ethnic minority groups.

Further details and an application form are obtainable from the Senior Education Officer, Community Education, London Borough of Waltham Forest, Graylaw House, 394 High Road, Leyton, London E10 6QE. Please quote reference.

Closing date for applications: Monday, 19th March, 1984. (2421)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

YOUTH & COMMUNITY
continued

EALING

LONDON BOROUGH OF EALING

EDUCATION DEPARTMENT

ASSISTANT YOUTH TUTOR/LEADER

(Acton Area)

£7,048 - £8,697 pa

Qualified Youth workers interested in gaining experience with supportive area teams are invited to apply for this post which paticularly relates to the Acorn Youth Information centre.

This is an Advisory and Information service for young people led by an experienced Senior Worker.

Please quote reference SD015.

Closing date 16.3.84.

Application forms and further details available from the Personnel Section, Room A/204, Town Hall Annexe, New Broadway, Ealing, W5 2BY. Tel: 01-840 1995 (24 hour service). (08698) 440000

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

APPOINTMENT OF YOUTH TUTOR

OR

FULL-TIME WARDEN (YOUTH)

WOODFORD YOUTH CENTRE

WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex

Applications are invited from qualified teachers with suitable youth work experience for the above post which will be available from 1 May 1984. The Youth Tutor will undertake teaching duties within the school in addition to being responsible for the social and recreational activities for young people based at the Youth Centre.

Applications will be considered, also, from qualified Youth and Community Workers whose duties will not include a teaching commitment within the school.

Salary for the post is:-

YOUTH TUTOR: Burnham Schools Scale 3. £7,359 - £10,497 plus £645 London Weighting.

WARDEN: Burnham F.E. Lecturer I £5,649 - £9,735 plus £645 London Weighting.

Application form and further details are available from the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN. (54200) 440000

City of Manchester — EDUCATION COMMITTEE

Multicultural Relations Co-ordinator

JNC Range 5 Points 6–9 – £11,718–£12,426 pa (Manchester Scale)

Applications are invited from suitably qualified people to the post of Co-ordinator for Multicultural Relations at North Manchester College. Although it is anticipated that the successful candidate will work throughout the College, a significant part of the job will relate to the needs and aspirations of the wider community. The worker will be based at the Abraham Moss Centre site of the College and will initiate work within the College and develop its community outreach role.

As a result of the multicultural policies of Manchester Education Committee and North Manchester College, applications are particularly invited from members of ethnic minority groups and those with Afro-Caribbean and Asian backgrounds.

An Equal Opportunity Employer. (9057)

Application forms and details from the Senior Administration Officer, North Manchester College, Crescent Road, Crumpsall, Manchester M8 6UF. Closing date 9th March, 1984.

The Centre for British Teachers Limited

TEACH ENGLISH IN MOROCCO

The Centre is now recruiting qualified graduate teachers to teach English in Lycees in Morocco. The Centre project in Morocco started in September last year when 80 teachers attended a two-week Orientation Course in Fes or Marrakech before going to their postings in large or small towns throughout Morocco.

PROFESSIONAL AND WELFARE SUPPORT

The Centre provides an extensive back-up service including:
* full briefings in Britain
* two week Orientation Course in Morocco
* In-service conferences and seminars
* a full-time Welfare Officer available to give advice to teachers and their families
* assistance with resettlement at the end of the contract period.

FINANCIAL BENEFITS
* two year contracts starting on 1st September, 1984
* salaries net of tax giving a reasonable standard of living in Morocco and allowing teachers to save
* marriage and child alowances
* a tax-free installation grant
* return fares and baggage allowance

QUALIFICATIONS

Applicants should have:
* a degree
* a Postgraduate Certificate in Education
* a good knowledge of French or Spanish (although only a few postings will be in Spanish speaking areas)
* MOST IMPORTANT though are qualities of self-sufficiency, adaptability, and a sense of humour

For further information and application form contact:
The Centre for British Teachers Ltd. (T4)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2982 (9060)

Overseas Appointments

MALAWI

ST. ANDREW'S
Malawi

Required for September 1984:

Head of Mathematics
Head of Chemistry
Head of P.E. (Boys)
Head of P.E. (Girls)
Teachers of:
Mathematics/Physics (2 posts)
Physics/Chemistry
Design
Home Economics.

The Chemistry, Physics and Mathematics posts all offer the possibility of teaching to 'A' level. The Design post requires broad qualifications across Art and/or Metalwork and/or Woodwork. Applicants for the P.E. posts must be able to offer a subsidiary subject - preferably in Junior Science and/or Mathematics.

Salaries, currently under review, are in the range K 8,436 to K 16,764 (K 1 = 54p). 25% gratuity (currently tax free). Medical Aid. Subsidised housing and basic furniture. Fares paid and baggage allowance.

The school is an independent, coeducational, day/boarding international school of 580 pupils aged 11 - 18. In addition to teaching duties staff are expected to contribute to a wide range of afternoon activities. Applications from married teaching couples, and single teachers willing to live in residence, are especially welcome.

Letters of application, to arrive not later than 10TH MARCH, should include a c.v., passport size photograph and names and addresses of two referees - including, where possible, the applicant's current Head.

Applications should be sent in the first instance to: The Secretary, The Designated Schools Board, P.O. Box 5698, Limbe, Malawi. Further details on the school and the posts will be provided on receipt of applications by the Headmaster. Interviews will be held in early April. (54387) 460000

FINLAND

Kindergarten in Salo requires a british infant trained teacher to organize all activities for children from 3 to 6. Duties include the teaching of English. Five days/35 hours per week. August 16th 1984 to May 31st 1985. Salary for that period about 2500 pounds (before tax). Accommodation and flight tickets paid.

Please send your curriculum vitae, recent photograph plus covering letter by March 15, 1984 to Mrs Terhi Alanko, The English Club of Salo, Koskenpaankatu 8, ST-24100 Salo 10, Finland. (54667) 460000

GREECE

Expriencad EFL teachers. University or College graduates, are required. Excellent Salaries. One-year or longer-term contracts.

Please send C.V. - degree copies to: S.G. Stratoyakis, 24 Prox. Koromila St., 546 22 Thessaloniki, Greece. (53040) 460000

CYPRUS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.

For details of how to contact employers and cost, please send one pound.

Epic, P O Box 3711, Nicosia, Cyprus. (18557) 460000

THE BRITISH COUNCIL

Posts overseas

Czechoslovakia

3 Lecturers in English to teach in the English Departments of:
Charles University, Prague
Comenius University, Bratislava
Palacky University, Olomouc

Duties: To teach English as a foreign language to Czechoslovakian undergraduates, 18–22 years.

Qualifications: Candidates must be British nationals, between 25–40 with a British Arts degree, preferably in English or Modern Languages, and a diploma or equivalent qualification in TEFL. At least two years' relevant teaching experience is essential. Single candidates are preferred and some knowledge of a Slav language would be an advantage. For Olomouc, an interest in philosophy is desirable.

Salary: 2,000 Crowns per month, minimum, paid locally (£1 = 16.35 Kcs.) Sterling subsidy £4,186 pa paid in Britain.

Benefits: Free accommodation, superannuation contribution, return fares, baggage.

Contract: One year local contract renewable starting September 1984.

Reference: 84 B 37–39T.

Hungary

2 Lecturers in English for
Eotvos Lorand University, Budapest
Kossuth Lajos University, Debrecen

Duties: To teach English as a foreign language to Hungarian undergraduates, 18–22 years.

Qualifications: Candidates must be British nationals, between 25–35, with a British degree in English or a Modern Language plus a diploma or equivalent qualification in the Teaching of English as a Foreign Language and a minimum of 5 years' teaching experience for Budapest and two years for Debrecen. Single candidates are preferred. An MA in Linguistics or related subject is useful.

Salary: 4,400–5,100 forints per month, tax free, paid locally. (£1 = 63.86 forints). Sterling subsidy £4,186 pa paid in Britain.

Benefits: Free accommodation, superannuation contribution, return fares, baggage.

Contract: One year local contract, renewable, starting September 1984.

Reference: 84 B 34–35T.

Hungary

Teacher of English
Sarospatak College

Duties: To teach English as a foreign language to students 15–18 years.

Qualifications: Candidates must be British nationals with a degree and minimum 2 years' TEFL experience.

Salary: Local salary, tax free. Sterling subsidy £3,178 pa paid in Britain.

Benefits: Free accommodation, return fares, baggage allowance, superannuation contribution.

Contract: One year local contract, renewable, starting September 1984.

Reference: 84 B 36T

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT. (9080)

INSTRUCTORS – TECHNICAL WRITERS
SAUDI ARABIA

Opportunities exist in support of major training and development programmes in the following specialities:

* Technical Curriculum Development
* Supervisory/Management Training
* ESL/Computer Assisted Instruction
* ESL/Testing Specialist
* EDP/Business Systems
* Media/Video Specialists
* Electrical Maintenance/Safety
* Instrumentation/Petrochem Plant
* Telecommunications
* Drilling Technology

The above positions are initially on a one year contract with accommodation and food provided free. Tax free salaries are c. £17,000 p.a.

For quick response please telephone 01-243 0504 Chemsult Limited, 23 Pembridge Square, London W2 4DR.

CHEMSULT

THE BRITISH AMERICAN SCHOOL BARRANQUILLA COLOMBIA

Requires the following teachers for September 1984

Two infant teachers with strong background in developing reading skills.
One primary English teacher for 7/8 years old
One primary Science teacher (Nuffield) for 7/9 years old
One primary Maths teacher for 8/9 years old Fletcher system
One middle school English teacher for 9/14 years old

Also required as soon as possible:-

One middle school and one Science teacher for 10/15 years old

E. F. L. an advantage for all posts.

Suitably qualified teachers should apply in writing as soon as possible enclosing C. V., recent photograph, names of referees and giving a telephone number to:-

Mr I. C. Turton,
15A, Belmore Lane,
LYMINGTON.
Hants. SO4 9NL.

Interviews by the Headmaster in London in early March. (2589)

EGYPT
El Nasr Girl's College – Alexandria

Required for September 1984, a trained teacher with some experience to teach in the Junior School. Salary according to experience, but approximately 2,000 Egyptian pounds and a minimum of £4,275 in sterling. A two year renewable contract is offered.

Also:

Volunteer teachers to teach English. This post is suitable for those wishing to gain experience in T.E.F.L. Again a two year renewable contract is offered with a living wage and terminal bonus.

For further details and an application form please write to:

THE DIRECTOR, WORLD-WIDE EDUCATION SERVICE, STRODE HOUSE, 44-50 OSNABURGH STREET, LONDON NW1 3NN. (2423)

THE DESIGNATED SCHOOLS BOARD – MALAWI

Applications are invited for the post of:-

EXECUTIVE SECRETARY TO THE DESIGNATED SCHOOLS BOARD

The post entails overall supervision of the administration of the Secretariat, organisation of the appointment of teaching and administrative staff within the schools, and keeping a close relationship with the Ministry of Education and Culture, and the Headmasters of the five schools (4 Primary and 1 Secondary) administered by the Board.

Applicants should be over 40 years of age and have qualifications and experience in at least one of the following fields:-

(a) Education, Educational administration or related experience.
(b) Business administration, i.e. have held a senior post in Commerce or managed a business.

A knowledge of accountancy would be an advantage but is not essential.

Salary will be in the region of MK20,000 per year according to qualification and experience. Appointment on contract includes terminal gratuity and leave pay.

Application should be addressed to:

**The Chairman of the General Purposes Committee,
Designated Schools Board,
P.O. Box 5698,
Limbe,
Malawi.**

(9021)

OVERSEAS
continued

GREECE

TEACHERS IN GREECE
E.F.L. teachers required from September for posts in Athens, mainland Greece and the islands. Applicants must possess a degree, preferably English, and/or teacher-training qualifications. Interviews will be held in Manchester and London in April.
Please send curriculum vitae, a recent photograph and a self-addressed envelope to Teachers in Greece, 29-33 Tsimiski/Ippocratous Sts., Neapoli, Athens, Greece. (65124) 460000

ITALY

AMERICAN SCHOOL OF FLORENCE

"LE TAVERNULE"

seeks for September 1984 a BIOLOGY TEACHER, preferably able to offer Chemistry at Secondary School level.

INTERNATIONAL BACCALAUREATE experience an advantage.

Apply with CV and names and addresses of 2 referees to: Boyd Roberts, I.B. Coordinator, St. Clare's, 139 Banbury Road, Oxford OX2 7AL. Tel: (0865) 52031 from whom further details can be obtained. (54665) 460000

KUWAIT

KUWAIT for September, 1984. a primary head teacher for a new International English Medium School (3½ to 9 years).

Applications are invited from experienced teachers with vision and energy. Please forward full c.v. recent photograph and testimonials to mr. A. Court (Task) Europehouse, The World Trade Centre, London E19 UN. (54930) 460000

GREECE

TEACHERS FOR GREECE
Graduate teachers of English, with teaching experience, are *required for a school of English* in the most beautiful suburbs 25 kilometres out of Athens near the sea.
Write immediately with c.v. Photo and Tel: number.
Ample salary. Interviews in London.
Klavas Schools, Markopoulo Attikis, Greece. (65254) 460000

COMMONWEALTH SCHOOLS COMMISSION
Curriculum Development Centre Canberra
DIRECTOR
(Curriculum Development)
$A50,481

The Australian Government has announced its intention of re-establishing the national Curriculum Development Centre within the Commonwealth Schools Commission which is part of the Commonwealth Education and Youth Affairs portfolio. The Commonwealth Schools Commission is the national advisory body on schools funding and it presently administers more than 30 programs of financial support to Australian schools. The re-established Curriculum Development Centre will work in close co-operation with the Commission and will have a separate governing Council. In turn the Centre will work in close consultation with State and non-government education authorities.

The Centre is to be located in Canberra, Australia's national capital. Canberra is a modern planned city with a population of approximately 250,000, in which many national institutions are located. It is noted for its sunny climatic conditions and excellent recreational facilities.

The functions of the Centre will be to:

- develop and advise on policies on Curriculum matters aimed at complementing national priorities for school education;
- devise and develop and to promote and assist in the devising and development of school curricula and school educational materials;
- undertake, promote and assist in research into matters related to school curricula and school educational materials;
- make available or supply school curricula and school educational materials;
- collect, assess and disseminate, and to promote and assist in the collection, assessment and dissemination of, information relating to school curricula and school educational materials;
- advise the minister in relation to making payments for approved curriculum projects;
- do anything incidental or conducive to the performance of any of the foregoing functions.

Against this background, the organisation is seeking to fill a newly created office of:

DIRECTOR
(Curriculum Development)

The role of the Director will be to:

- direct the financial and curriculum operations of the Centre;
- report to the Minister for Education and Youth Affairs within the terms of the relevant legislation;
- provide the governing Council and the Chairman of the Commission with high level policy advice on curriculum matters;
- implement the decisions of the Council;
- work in concert with other units of the Commission.

The Director will also participate as a member of the executive of the Commonwealth Schools Commission.

The Commission will seek to appoint to the position a person with the following background:

- academic qualifications relevant to the field of endeavour;
- proven administrative and managerial skills;
- a comprehensive knowledge of education structures and processes, preferably relevant to those in Australia, particularly at the school level;
- highly developed personal communications skills.

The position has been established in the Second Division of the Australian Public Service and as such attracts the superannuation, leave and other conditions applying within the Service. Details may be obtained from the Australian High Commission, London. (Telephone Mr R. Rankin 01-438 8829.)

The person selected for this position may be offered permanent appointment to the Service or a period of temporary employment for a minimum of 3 years. A temporary employee would not be eligible to contribute to the Superannuation scheme.

The Public Service Act currently requires that a person being appointed as an officer of the Australian Public Service be a British subject (by virtue of the present Citizenship Act, Australian citizens are British subjects). The Government has announced its intention to amend the Public Service Act to require a person being appointed to the Australian Public Service to be an Australian citizen. Following such amendment, persons who are British subjects but not Australian citizens will generally be ineligible to join the Australian Public Service as officers. These citizenship requirements will not apply to temporary employment.

Reasonable costs incurred in attending for interview will be met by the Australian Government. Removal and relocation costs will be subject to reimbursement within limits.

Further information may be obtained by writing or cabling the Recruitment Officer, Commonwealth Schools Commission, PO Box 34, Woden, ACT 2606 Australia.

Applications marked CONFIDENTIAL should be sent to: The Chairman, Commonwealth Schools Commission, PO Box 34, Woden, ACT 2606, Australia by close of business 8th March 1984.

(14263)

AUSTRALIA

International School – Brunei

This leading English medium primary school in the State capital for expatriate and local children requires for September 1984, or earlier a

Teaching Couple

The ideal candidates will be childless, have 5-8 years' experience and should be able to offer between them:– Infant and Upper Primary experience, Science to Common Entrance, the ability to play guitar or other instrument. One at least should preferably be a Scale Post holder, as there is a possibility of a future Administrative position.

Initial 2 year contract. Return fares, rent-free house with utilities. Medical insurance, interest-free car loan.

Tax-free salaries in the range £6,000 to £10,000 p.a. approx. at current rate of exchange plus terminal gratuity.

For details and application form please telephone urgently Miss T. Atkins, Gabbitas-Thring Services Ltd., Broughton House, 6, 7 & 8, Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734-0161.

(2428)

Gabbitas-Thring

THE SANDFORD ENGLISH COMMUNITY SCHOOL ADDIS ABABA, ETHIOPIA

This Independent, Multi-national School, established in 1946 and having as its prime function the provision of education for children of the many representative nationalities resident in Addis Ababa, requires teaching staff as detailed below for the 1984/85 Session.

The School has a student complement of some 700 between the ages 4 and 18 years, in Infant, Junior and Senior Divisions.

An English based education is provided from the Infant stage onwards and University of London G.C.E. as well as Local Examinations are taken.

Applications are invited from well qualified teachers with experience in the following fields, to commence duties with effect from 1st September 1984.

INFANT DIVISION.
Class teachers for ages 4 yrs to 7 yrs.

JUNIOR DIVISION.
Class teachers for ages 8 yrs to 11 yrs.

SENIOR DIVISION.
MATHEMATICS, ENGLISH, SCIENCE, HISTORY: BOYS SPORT

Initial contracts are for two years and these are renewable. Salaries are in the scale 21,420–33,696 Ethiopian Birr gross per annum according to experience. The present (January 1984) rate of exchange is 2.9 Birr equals one (1) pound Sterling.

Free air transportation with baggage allowance is provided at beginning and end of contract and a return air fare to Kenya is provided in mid-contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School.

Conditions could be particularly beneficial to married couples who both teach.

Letters of application, with detailed curriculum vitae and names and addresses of two referees should be sent to the Headmaster, Sandford English Community School, P.O. Box 30056 MA, Addis Ababa, Ethiopia, by AIR MAIL to reach Addis Ababa not later than 31st March, 1984.

Interviews will be conducted in UK by the Headmaster in April 1984. (2988)

Kobe Japan
International School

Required for September 1984 for a private school providing an education in English for children of the international community,

Kindergarten Teacher

Candidates – Should be single females qualified with 3 years experience of teaching infants. Ability to play the piano for class activities is essential. Willingness to assist with extra curricular activities an advantage.

Previous overseas residence and experience of E.F.L. teaching desirable. Age range 24–40 (approx.).

Salary and Conditions – Local scale commencing at £6,400 (at current exchange rate) plus bonus. Accommodation provided. Two year contract – renewable. Return air fare paid.

For further details and an application form please apply to: Mr. F. J. Smith, Gabbitas-Thring Services Ltd., Broughton House, 6, 7 & 8, Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734-0161. (2428)

Gabbitas-Thring

OVERSEAS
continued

KUWAIT
For September 1984 infant and Kg teachers required. Single teachers and married teaching couples.
Pls send CV Photograph, Testimonials and contact Tel. No. to Mrs Sawsan Lababidi, Dajani, Director, GES, c/o Ivoryhouse, S. Katherines by the Tower London.
Benefits: 2 year contract renewable, *free furnished air* conditioned accommodation, baggage allowance, 4-57856, Salary tax free. (65255) 460000

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea.

Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16299) 460000

ITALY

ROME
A progressive international day school with English curriculum requires for September 1984, well qualified and committed teachers, preferably with two years' experience. For the following posts: 1. Music/Drama to be taught throughout the entire age range, 5 - 18 years; 2. English throughout the secondary school with special responsibility for 'O' and 'A' level courses; 3 Infant or Junior teacher for vertically grouped class; 4. Mathematics throughout the secondary school with special responsibility for 'O' and 'A' level courses. Experience teaching computer studies an advantage. Successful candidates will have a dynamic, modern approach and the ability to involve pupils at all levels.
Applications by express letter giving curriculum vitae, Tel. No. the names, addresses and tel. nos. of three referees to: The Chairman, The New School, via Della Camilluccia 669, 00135 Rome, Italy. Closing date for applications 20th March. Interviews in London beginning of April. (57919) 460000

MIDDLE EAST

Short and long term contracts available for graduates with 5 years TEFL experience. Age 30 - 50. Single status posts only.

Send curriculum vitae, together with names and addresses of 2 referees to: Mr. E.C. Franks, ELT Banbury, 20 Horsefair, Banbury, Oxfordshire. (57117) 460000

P.A.C.E.S.

Single and childless married teachers are invited to apply to join the P.A.C.E.S. Register. We have already started recruiting for September 1984 for English Speaking Schools in the Middle East. Minimum 2 years experience - maximum age 50 yrs.

Please send stamped addressed envelope or £1 to P.A.C.E.S, 6b Eccleston Gardens, St Helens WA10 3BN. (50162) 460000

SOUTH EAST ASIA

Qualified TEFL teachers required for posts in South East Asia.

Immediate vacancies for qualified TEFL teachers in Indonesia.

Minimum qualification, RSA. 18 month contract.

Send curriculum vitae, together with names and addresses of 2 referees to: Dr. T.J. Gerighty, ELT Banbury, 20 Horsefair, Banbury, Oxfordshire. (57116) 460000

SPAIN

Santiago de Compostela
Colegio 'MANUEL PELETEIRO'
(Independent School)
Requires for immediate start and for September 1984.
1) Nursery/Infant teachers (with at least 2 years experience if possible) to teach English (and other subjects in English) to Spanish children. (Knowledge of Spanish not essential).
Apply by letter to the Director, Colegio 'Manuel Peleteiro', c/ San Pedro de *Mezonzo*, 27 - *Santiago de* Compostela - La Coruna - SPAIN - enclosing C.V., address and telephone number, a recent photo, and full details (inc. tel. no.) of two referees.
Interviews to be held in London. (54266) 460000

SWITZERLAND

LYCEUM ALPINUM
7524 Zuoz/Switzerland

POST 1. Seeks P.E./Games teacher from 14th May 1984. Ability to teach cricket and some knowledge of German required.

Salary negotiable.

POST 2. Two Cricket Assistants (one qualified P.E. teaher) required from May 15th to August 2nd to assist Games Master. Knowledge of German desirable.

Pocket money, board and lodging.

Send C.V. and photo to R. Myrsep - Lyceum Alpinum Zuoz. (65170) 460000

BOTSWANA
See IVS vacancy in Botswana in Nursery Education. (54475) 460000

WANGANUI COLLEGIATE SCHOOL
DIRECTOR OF MUSIC

This appointment becomes vacant at the end of this Term (May 1984) and applications are being sought for the position.
Applicants must be capable of teaching Music to at least University Entrance standard, have the ability to administer a Department, and be willing to contribute to the extra-curricular music of the School. The appointee will be expected to give a lead in all matters concerning music in the School.
Some applicants may not be in a position to take up the appointment before January 1985 but such a situation should not deter people from applying. For this reason, the Headmaster would be interested in hearing also from people prepared to be Acting-Director of Music for the remainder of this year only.
Further details concerning this appointment may be obtained from the Headmaster, Wanganui Collegiate School, Private Bag, Wnaganui, New Zealand, with whom applications must be lodged by 15th March 1984. Letters of application must be accompanied by a Curriculum Vitae and names of three Referees. (2435)

GULF ENGLISH SCHOOL
Kuwait

Continued growth will create in the 1984–1985 school year eight Primary and four Secondary vacancies.

Single teachers and married teaching couples without children are invited to apply for the following positions.

Primary Department:

Kindergarten	3½–4½
Infants	4½–7½
Juniors	7½–11½

Applications are also invited from Primary Music and Remedial specialists.

Secondary Department:
Graduate specialists for combinations of the following subjects. History, Mathematics and Physics, Chemistry, Biology and Physics, English and Geography.

Conditions:
Contracts are for two years renewable, tax free salary, free furnished air conditioned accommodation and porterage, baggage allowance, no absence bonus, annual gratuity and economy flights London/Kuwait at the beginning and end of each contractual year.

**Brief C.V and recent photograph to Mrs. S. Dajani (Director Gulf English School), The Ivory House, Flat 2, St Catherine by the Tower, LONDON E1 9AT.
Tel: 01-488 2400**

(2956)

YEN TO TEACH E.F.L. IN JAPAN???

NCB Educational Consultants wish to recruit qualified E.F.L. teachers to work in private schools throughout Japan beginning Spring 1984.

A pre-selection briefing outlining this unique, new programme will be held:

FROM: 11 am–5 pm, Friday, 23rd March
AT: The School of Oriental and African Studies (University of London)

FURTHER DETAILS AVAILABLE FROM:
NCB London, Ltd.
Suite 38/41, Morley House,
314/322 Regent Street,
London W1R 5AD.

(9018)

THE BRITISH SCHOOL of LOME

The school opened its doors in September, 1983. It is housed in a new school building forming part of a central landscaped complex comprising of four tennis courts, a swimming pool and a group of modern shops which lies in the main residential area just on the outskirts of Lome, the capital city. Togo is the oasis of the West Coast. The climate is relatively mild 32 C typ., supermarkets well stocked, the police well mannered, telephones direct dial to the U.K.

We are looking for experienced, versatile and adaptable teachers who still regard teaching as a vocation. We would consider someone newly retired also. The work is demanding but not without reward. Applications are invited for the following posts commencing September, 1984.

i) Secondary Maths & Science.
ii) Secondary Geography, History & English
iii) Junior teacher.

An immediate vacancy exists for a further Junior teacher with some T.E.F.L. experience.

If you have a minimum of five years teaching experience and are looking for a challenge please send a large s.a.e. for further information and application details to: The British School of Lome, c/o The Secretary, 25 Hall Lane, Maghull, Liverpool.

Interviews will be held during March. If you apply after mid-March write directly to: The Headmaster, The British School of Lome, B.P.7215, Lome, Togo. Include C.V. and letter of application together with two references.

This school is a member of The Association of International Schools in [illegible] (9014)

MINISTRY OF DEFENCE
Service Children's Education Authority
Vacancies for September 1984
West Germany, Cyprus, Gibraltar & Hong Kong

Applications are invited for the following posts which will be vacant for September. Teachers appointed to Service Children's Schools which are designed to match the best of LEA provision in this country, must be fully qualified and have completed at least two years well attested experience in a school in the UK and in a post similar to that applied for. Service children's schools which include 11 secondary comprehensive, 8 middle and over 100 primary are located in W. Germany (the majority) Holland and Belgium, Norway, Italy (incl Sardinia), Gibraltar, Cyprus, Hong Kong, Brunei and Nepal. In addition to the specific posts listed below a number of vacancies are expected at Scale 1 in various subjects and areas of teaching, including infants and primary and, in the secondary field, graduate teachers of English to 'A' level, Home Economics and Secretarial Studies, etc.

S1 *HONG KONG – Head of Infants (Scale 3)*
A vacancy will exist in September for a Head of Infants at Sek Kong Service Children's School (Gp 5). Applicants, who must be self reliant and mature, should have 5 years experience throughout the infant age range and already be UK post holders in an infants department. They should have a good knowledge of mathematics or language and possess an additional qualification in infant method. They will require the ability to motivate and lead and to organise inset; also to liaise with and conduct inset for service playgroups. They should have enthusiasm for community and parental involvement. It is essential to be a driver.

S2 ENGLISH – Head of Department (Scale 4) Kent School Secondary, Comprehensive – Group 11, Hostert, (Nr Monchengladbach) W. Germany.
A competent teacher and *administrator is required to lead a* staff of eight with responsibilities across the age and ability range and with proven success in work with the Sixth Form and at 'A' level.

S3 ENGLISH – Head of Department (Scale 4) Gloucester School, Secondary Comprehensive – Group 10, Hohne (Nr Celle), W. Germany.
The specification for this post is similar to that above.

S4 SPECIAL NEEDS – Head of Department (Scale 3) Kings School, Secondary Comprehensive – Group 11, Gutersloh, W. Germany.
A well qualified and experienced teacher is sought to lead the Special Education Department of five staff catering for pupils with a variety of special needs. A knowledge of standardised *testing is essential and ability to promote extension work for* more able pupils. As a manager the applicant must have experienced successful organisation of a complex unit and be well accustomed to the closest liaison across a wide range of curriculum matters, pastoral care and welfare and with a Child Guidance Clinic. He/she must be able to respond to projected requirements of the 1981 Education Act.

S5 SPECIAL NEEDS – Head of Department (Scale 2) St Johns Secondary Comprehensive – Group 8, Episkopi (Nr Limassol) Cyprus.
This post has responsibilities similar to that at Kings School above although on a rather smaller scale.

S6 DIRECTOR OF FIFTH FORM STUDIES (Scale 4) Kings School, Gutersloh (See Ref S3)
The responsibilities of this post lie both within academic and pastoral areas of education. They include pupil admission and induction, time tabling of courses, the monitoring of pupils progress, discipline, parental liaison and leaving documentation. Additionally, significant aspects are the supplementary support given to the careers department in counselling for higher education and the organisation of the 6th Form Centre.
The applicant appointed who will be a member of the pastoral team working to the Deputy Head (Pastoral) must have a commended empathy with, and experience in motivating and guiding the 6th Form age group coupled with up to date knowledge of 16–19 curriculum and examination development.

S7 INTERGRATED SCIENCE (Scale 2) Queens School, Rheindahlen Secondary Comprehensive – Group 10. Rheindahlen (HQ BAOR), W. Germany.
An experienced and enthusiastic teacher to take responsibility for the Intergrated Science teaching programme and to organise and teach Environmental Science in the Middle School (Years 3–5) leading to the CSE examination.
The appointed teacher should be willing to assist with supervising non-residential boarding *duties* for which additional remuneration is payable.

S8 HOME ECONOMICS – *Head of Department* (Scale 3) Cornwall School, Secondary Comprehensive – Group 10, Dortmund, W. Germany.
A teacher is required to lead a department of three staff, to be responsible for work to GCE 'O' level and CSE in Food and Nutrition and in Needlework. The department also contributes to a City & Guilds Foundation course in Community Care.

S9 HOME ECONOMICS – Second in charge (Scale 2) King School, Gutersloh (See Ref S3)
This teacher will need a good working knowledge of curriculum development in order to assist the Head of Department in the teaching and evaluation of courses. She must have the experience of Needlework to GCE 'O' level and able to take responsibility for Parent Craft. Courses range from Lower School "Food and Fabric" to City & Guilds Foundation.

S10 RELIGIOUS EDUCATION – Head of Department (Scale 2) St Johns School, Episkopi, Cyprus (See Ref S4)
RE is currently taught to GCE 'O' level and to CSE. The HOD is *to be responsible for organising and teaching Religious Studies* as a separate subject in years 2, 3, 4 and 5 and for advice to the Head of Humanities on the religious content of the first year Integrated Studies course and on the appropriate content of the sixth form general course.

S11 RESOURCES – Head (Scale 2) St Johns School, Episkopi, Cyprus (See Ref S4)
The school has a thriving Resources Department in a suite of 5 rooms with 3 full time ancillary staff. The appointee will be expected to develop the scope of the department. As a teacher he/she should offer Science, Maths, English or Languages. *Any combination of these would be a greater advantage.*

S12 GENERAL SUBJECTS/PE AND GAMES/SAILING (Scale 1) St Georges Middle School, Gibraltar
A teacher is required for 9/10 year olds with keen interest in PE/Games, and Sailing. It is hoped to appoint a person with a RYA Instructors Certificate and one who has the potential for promotion to Scale 2 after a year in post.

CONDITIONS OF SERVICE
Salary is in accordance with the current Burnham scales plus a London Allowance of £987 pa.
Superannuation – normal rights safeguarded.
Foreign Service Allowance – a tax free allowance is payable.
Accomodation is provided rent free.
Duration of Engagement – Initial engagement is for three years.
Teachers do not serve in Service Children's Schools abroad after the age of 50, and therefore, applicants should be under 47 years at the commencement of the engagement.
All applicants should be resident in the United Kingdom.
The closing date for *receipt of applications for guaranteed* consideration is Friday 9th March 1984.

Requests for application forms should be made on a postcard or by telephone, quoting the appropriate reference, before 4.30 pm to:
Service Children's Education
Authority MOD/5/48
Teacher Appointments Section
HQ DAEd Court Road Eltham
London SE9 5NR
Tel: 01-859 2112 Ext 206
or 224

SCEA

OVERSEAS
continued

SWEDEN

ADULT EDUCATION CENTRE

Vacancies exist for teachers of English as a foreign language at our centre in Malmoe from mid-August to mid-June 1985 with opportunities to prolong the contract for a further year. The posts involve teaching English to small groups of adults in day and evening classes, plus some groups of teenagers from state schools. The centres are part of a nationwide network of adult education centres organizing a wide variety of subjects for voluntary adult classes. The organisation is independent and is recognised by the Swedish Ministry of Education which supports it with state grants.

The posts are open to men and women between 21 and 40 years of age, who must be either (A) trained teachers or (B) Graduates with a post graduate certificate in education.

Candidates should also be ordinarily resident in the United Kingdom. Married couples will be considered providing both wish to teach. The posts are not suitable for teachers with children. TEFL qualifications and/or experience are an advantage but not essential. An introductory course is organised before the start of term. No previous knowledge of Swedish is necessary. These posts are particulary suitable for younger teachers wishing to gain TEFL experience abroad for a one or two year period.

Basic Salary: approx 41,000 SKR per annum tax free. Return fare from UK paid. Interviews will be held in London and Manchester from 3rd to 10th April. Please state town of preference if shortlisted.

Please apply with full details of qualifications and experience to date and your reason for this application, including the names and addresses of two referees (at least one should be a person to whom you are known in a professional capacity). A recent photograph should also be submitted. Send applications to the English Department, Studiefraemjandet, Box 170 79, S-200 10 Malmoe, Sweden.

NOTE: The last day for receiving applications is 14th March. (57713) 460000

CANADA

Independent school invites applications for academic year 1984/85 from

EXPERIENCED TEACHERS ONLY

For the following posts:

CHEMISTRY, BIOLOGY AND ENGLISH

Teaching experience with G.C.E. 'O' and 'A' Level standards is a must. Canadian citizens or permanent residents preferred.

Send curriculum vitae to: The Toronto French School, Personnel Department, 306 Lawrence Ave., E., Toronto, Ont., M4N 1T7, Canada. (54102) 460000

EUROPE

OVERSEAS TEACHER EXCHANGE (EUROPE)

British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Italy, Spain and the USSR in the academic year 1984-85. Appointments are for one year, one term, or half a term. A small number of exchange appointments are also available in Denmark.

Please write for further details to: Teacher Exchange Europe (TES 2), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE.

Tel: 01-486 5101. (55243) 460000

Administration Local Education Authority

COVENTRY
CITY OF COVENTRY

ADVISER FOR COMPUTER EDUCATION AND EDUCATIONAL TECHNOLOGY

Salary: Soulbury Head Group 8

This is a new post on the staff of the Director of Education. The authority has a wide variety of initiatives in schools and colleges, concerned with computer education, microelectronics and its applications and computer-interactive learning. The adviser appointed will be expected to develop and co-ordinate these activities.

Applicants should have a background in primary or secondary schools or further education and an expertise in one or more of the areas concerned.

If appropriate the person appointed will have the opportunity to learn general advisory duties as a member of the Advisory Team.

Application forms and further particulars from the Director of Education, Room 115, Council Offices, Coventry CV1 5RS. Tel: Coventry 25555, Ext. 2054.

Returnable by 12 March 1984.

AN EQUAL OPPORTUNITY EMPLOYER. (54615) 480000

As the world's largest oil producing company, Aramco attaches great importance to first-class training. This approach is reflected in:-

Sophisticated programmes, covering the widest range of academic and industrial subjects;

Advanced facilities including 30 superbly-equipped industrial training centres, two of which are brand new;

Highly-qualified teaching staff – some 700 are currently employed of whom 60 are British.

EFL is a key part of many courses, particularly for the 10,500 Saudi Arab students in training at present.

Additional Teachers are required, with *either* a degree or Cert Ed in English, Linguistics or Languages plus 4 years' TEFL experience; *or* Degree or Cert Ed in other disciplines plus a PGCE with TEFL component; *or* an RSA approved TEFL course, and 4 years' TEFL experience.

These unaccompanied appointments offer open-ended contracts with the usual tax advantages. Conditions are excellent and include low rent furnished accommodation, regular UK leave with company paid airfares, free medical care and first-class sports and recreational facilities.

Please send full cv to: Webb Whitley Associates Limited, International Recruitment Consultants, 45 Kensington High St., London W8.

Quoting ref: EFL/111.

ARAMCO | WA Webb Whitley Associates Ltd. | *New-leave schedule*

partners in progress

NORTH YORKSHIRE COUNTY COUNCIL
COUNTY EDUCATION OFFICER
Salary: £25,863-£28,143 (Fulcrum +3)

Applications are invited for the post of County Education Officer which becomes vacant on 1st August, 1984, on the retirement of the present holder.

The person appointed will have responsibility to the County Council for the education service provided for a population of some 666,600 within an area of over 2 million acres. As well as motivating and controlling the Education Department, the County Education Officer will be expected to make a major contribution to the corporate management team. This challenging and demanding position is based at Northallerton.

Further details and an application form are available from the Chief Executive and Clerk of the County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD. (Telephone: Northallerton 3123 Ext. 636 or 622). Closing date: 14th March, 1984.

Senior Administrative Officer
Grade PO1(i) £10,869–£11,679

The person appointed will be responsible to the Assistant Director of Education, Further Education, for the administrative and clerical work connected with all aspects of Further Education in the Borough, including awards to students. This vacancy will be available from 1st July, 1984.

Considerable experience in educational administration, in particular in Further Education in either a College or Education Department, and the possession of appropriate qualifications, eg. ACIS, DMA, would be advantageous.

Application forms from Assistant Chief Executive, (Manpower), Civic Centre, Rochester Avenue, Bromley, Kent. Tel: 01-290 0324 (24 hour answering service).

Closing Date: 9th March, 1984. (9079)

London Borough Of Bromley

KIRKLEES Metropolitan Council
Directorate of Educational Services

INSPECTOR – Special Education
Job No 6581
Salary Burnham HT Gp 9 £15,027-£16,281

Applications are invited from suitably qualified candidates to commence April 1984. Applications will be welcomed from teachers with successful experience in schools who can give evidence of extended personal work at a professional level in Special Education. In addition to their specialist functions, all Kirklees Inspectors have general responsibilities for groups of schools.

PRINCIPAL CHILD CARE OFFICER
(Resident or Non-Resident) Job No 7069
Royd Edge Residential Special School, Meltham, Huddersfield
Grade RCCO4 £7,191-£7,896 or £7,650-£8,430
(dependent upon qualifications)

Required at this school which caters for the needs of some 50 maladjusted children aged 11-17 years. Sleeping-in allowances and board and lodging charges are in accordance with nationally agreed rates.

Further particulars and application forms (quoting job no) from the Director of Educational Services (Ref PT), Oldgate House, 2 Old gate, Huddersfield HD1 6QW, to whom completed forms should be returned within 14 days.

The council operates a Trade Union Membership Agreement.

An Equal Opportunity Employer. (9078)

Royal County of BERKSHIRE
Technical and Vocational Education Initiative

Berkshire's proposal to the Manpower Services Commission for inclusion in the second phase of the T.V.E.I. has been accepted, subject to detailed negotiation. It is intended to appoint a

Project Director

as soon as possible.

Salary – Burnham Headteacher Group 9 plus appropriate car user allowance. The appointment will be for five years initially with the strong possibility of extension beyond that period.

The Berkshire scheme will involve 6 schools, a College of Further Education and a College of Technology. These institutions will be organised in two consortia in Bracknell New Town and Reading. The Project Director will be responsible for the management of the scheme, including the co-ordination of curriculum development, assessment and in-service training.

Further details and application forms from the Director of Education, (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE). Closing date March 9th, 1984.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability. (2422)

District Health Promotion Officer
Scale 18 £10,393–£12,615 p.a

We are looking for someone highly motivated with relevant experience and qualifications to fill this challenging new post.

The successful candidate will be responsible to the District Medical Officer for providing and developing health promotion activities to improve and maintain the health of individuals and the community in general within the Eastbourne Health Authority. The resident population of the district is 216,000.

The Authority has given health promotion a high priority in its operational plan and will look to the District Health Promotion Officer to make a major contribution to its planning and developments.

Candidates will have a background in necessary teaching or the behavioural sciences and possession of the Diploma in Health Education will be an advantage.

To discuss the post informally please ring the District Medical Officer, Ext. 224.

Application form and job descriptions are available from District Personnel Officer, Eastbourne Health Authority, District Offices, 8 Upperton Road, Eastbourne. Tel: 37121 Ext. 228/221.

Closing date for return of completed application forms 12th March 1984. (9069)

Eastbourne HEALTH AUTHORITY

ADMIN L.E.A.
continued

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
EDUCATION DEPARTMENT
WEST AREA CAREERS OFFICE
Newton Bar, Wakefield
CAREERS OFFICER Scale 4/5
£6,264 - £7,896

For a fixed term contract, terminating 1st October, 1988. Qualifications required: Degree or Diploma in Careers Guidance (or equivalent).

Requests for application forms (accompanied by a s.a.e.) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, to be returned by 7th March 1984. (54659) 480000

NORTH YORKSHIRE

COUNTY COUNCIL
CAREERS OFFICERS (2 posts - Harrogate and York)
£6,264 - £7,896 (£7,191 after 2 years' experience)

To be based in Harrogate and York. Applicants should possess relevant qualifications (Diploma in Careers Guidance, etc.) training or experience in the Careers Service. Current driving licence required.

Application forms (to be returned by 6 March 1984) and further details from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. Stamped addressed envelope please. (54366) 480000

Administration General

LONDON

SECRETARY/REGISTRAR required for Tutorial College opening in Central Ealing in September 1984. Applicants should have some experience in the office of an educational establishment and an ability to deal with the general public. Salary linked to previous experience. Shorthand preferred. Five weeks' holiday a year.

Send all details of qualifications and experience in the first instance to the Secretary, Southmore Educational Consultants, 70 The Avenue, Ealing, W13 8LS. (54480) 500000

LONDON

LEO BAECK COLLEGE
The Manor House Centre for Judaism
80 East End Road, Finchley, N3
01-349 4525

PART-TIME DIRECTOR OF EDUCATION

Required to develop and direct courses for Jewish Religion School and Kindergarten teachers, in conjunction with the Education Departments of the Reform Synagogues of Gt. Britain and the Union of Liberal and Progressive Synagogues. The successful applicant should have experience in teaching and departmental administration. Salary commensurate with experience.

Apply to the College Secretary by 15th March 1984. (54278) 500000

ASSISTANT DIRECTOR OF EDUCATION - DEVELOPMENT
£12,408 - £13,725

Applications are invited for this fourth tier post from graduates with teaching and administrative experience in an Education Office.

Responsibilities include certain Schools and Further Education administrative duties, research, major and maintenance building programmes, etc.

The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

SENIOR ASSISTANT DIRECTOR OF EDUCATION (FURTHER EDUCATION)
£14,034 - £15,357

Applicants must be graduates and should have appropriate teaching and administrative experience.

The responsibilities of the post are for the conduct of one of the major branches of the Education Service and are mainly concerned with the Polytechnic, two large colleges of further education, a substantial youth, adult and community education service, the careers advisory service and the awards schemes. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team. The officer appointed will be expected to take a positive role in stimulating new developments in all aspects of Further Education

Application forms and further particulars, for the above two posts, obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN, Tel: 76161 Ext. 15 on receipt of a stamped addressed foolscap envelope, must be returned to him by 9th March, 1984.

borough of sunderland

Re-Advertisement

EDUCATION DEPARTMENT

PRINCIPAL COUNTY INSPECTOR
Burnham HT Group 11 £17,277–£18,561 (Secondary Education)

Required for April 1984, or as soon as possible thereafter.

Applicants for this important post should be well qualified and have had successful experience in schools, at senior management level, and in an inspectorial/advisory service.

Closing date: 9 March 1984.

Application form and further details available from County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD.

Tel: (0245) 267222 Ext. 2626. (9065)

ESSEX County Council

EDUCATION DEPARTMENT

General Inspector
With special responsibility for in-service education.
(Burnham Head Teachers Group 10)
£16,008–£17,262

Based in Maidstone, to be responsible for the co-ordination of in-service education throughout the county together with general pastoral responsibility for a number of primary and secondary schools.

Relevant teaching experience and a sound knowledge of the curriculum in primary and secondary schools together with an interest in schools management is required.

Job description and application form returnable by 9th March from W. H. Petty, CBE, County Education Officer, General Branch, Springfield, Maidstone, Kent. Tel: (0622) 671411 Ext. 2481 (Ref: G/P).

KENT COUNTY COUNCIL

THE LONDON BOROUGH OF CROYDON

Applications are invited from good honours graduates for appointment as:

General Inspector with responsibility for Special Needs and Pre-school Education

The candidate appointed will be responsible for the development of pre-school education and the education of children with special needs and the implementation in school of the 1981 Education Act.

Salary: Soulbury – Headteacher 10: £16,008–£17,282 plus London Area Allowance of £645. A car allowance is payable.

Application form and further details are obtainable from

The Director of Education,
Education Department (TAS), Taberner House,
Park Lane, Coydon CR9 1TP.
(Tel: 01-686 4433, Ext. 2674)

To whom they should be returned by Friday, 2nd March, 1984. (2981)

Somerset County Council

EDUCATION DEPARTMENT

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY

APPOINTMENT OF CHIEF ADMINISTRATIVE OFFICER
PO1 (iv) £10,761 – £12,087 p.a.

The successful applicant will be responsible for planning and managing the College's administrative and other non-teaching resources and will act as Clerk to the Governing Body and as Secretary to the Academic Board. He/she will be responsible in collaboration with the Principal's Office for all aspects of College finance and will be accountable for the operation of administrative and clerical systems and procedures in respect of all College activities.

Relevant experience in the F.E. sector is essential while other commercial/industrial experience will be an advantage. A final administrative qualification will be sought.

Application forms and further particulars (see please) available from the Principal, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX

Closing date for completed applications 12th March, 1984. (9015)

BUCKINGHAMSHIRE
MILTON KEYNES AREA

Milton Keynes TVEI Project Co-ordinator

Buckinghamshire County Council has made a successful submission to the Manpower Services Commission for an exciting TVEI project in the growing new city of Milton Keynes. Pupils from the Area's eight comprehensive schools will take part in the scheme which was designed by the Headteachers in close collaboration with the local Further Education College. There is a great commitment to the scheme both from the schools and from local industry and commerce.

The authority is seeking a person with both administrative skills and considerable initiative. Experience of vocational courses or industrial liaison would be an advantage.

The appointment will be on Soulbury conditions of service, salary Headteacher Group 9 (£15,027 to £16,281).

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from the Education Officer, J. A. Ginnever, BSc MEd, Milton Keynes Area Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (2430)

CITY MUSEUM & ART GALLERY

Schools Service Organiser

Applications are invited for the above post. Duties include responsibility for education work related to collections both at the main and branch museums. Candidates should hold a university degree in Humanities, Natural or Earth Sciences, with a teaching qualification and successful teaching experience; and preferably also the Museums' Association Diploma. Previous experience of museum education or work in a closely related field is essential.

Salary within range £10,242–£11,052.

For further details and an application form please telephone Bristol (0272) 26031 Ext: 247, quoting reference: MA 062. Or write to the Director of Personnel, The Council House, College Green, Bristol BS1 5TR.

Applications returnable by 2nd April 1984. (9028)

BRISTOL

EDUCATION COMMITTEE

TVEI PROJECT CO-ORDINATOR
Salary – Headteacher Group 8
£13,953–£15,189

Required for the commencement of the Summer Term i.e. 30th April 1984 or as soon as possible thereafter.

North Tyneside LEA has been invited, subject to negotiation, to participate, from September 1984, in the TVEI curriculum initiative. The proposed scheme relates collectively to five High Schools and a College of Further Education. The successful candidate will be responsible for developing, supervising and monitoring the Scheme in close co-operation with the Headteachers, Principal and LEA staff. Knowledge of developments in Technology and practical experience in Schools/industry liaison would be an advantage.

Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear NE29 0HW to whom they should be returned within two weeks of the appearance of this advertisement.

North TYNESIDE (9077)

NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION
requires a

REGIONAL OFFICIAL FOR ITS YORKSHIRE AND HUMBERSIDE AREA
(Based at Horsforth Nr Leeds)

Salary within range £9,801 to £13,443 per annum gross.

Previous experience in further education and/or trade unionism would be an advantage.

Please write for further details and an application form to:

Ms J. Page,
Room 316,
NATFHE,
Hamilton House,
Mabledon Place,
London WC1H 9BH.

Closing date for completed applications is 14 March 1984. (9012)

Department of Education and Science
HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointments as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

SECONDARY EDUCATION

Home Economics: Ref 3/84

Candidates should have good specialist qualifications and substantial experience of teaching Home Economics in schools. Experience at a senior level in schools, or in teacher training or of advisory work would be an advantage.

Music Ref 4/84

Candidates should have a degree or an equivalent qualification in music. It is essential that they should have substantial experience of teaching music in schools; it would be an advantage to have had some experience of teaching music in multi-ethnic schools. Relevent experience in teacher training institutions or in the advisory service would be an additional advantage.

Candidates with experience in industry or in careers other than education may apply, but it is important that they should normally have completed at least 6 years teaching of the relevant subject.

Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Lower Attaining Pupils Programme, the Technical and Vocational Education Initiative, and the White Paper on Teaching Quality.

FURTHER AND HIGHER EDUCATION

Art and Design: Ref 5/84

Candidates should have good specialist qualifications and experience of teaching fine art, or photography, or film and television studies, or design, or graphics in further and higher education. Experience is sought in the teaching of these subjects in single or combined subject degrees, DATEC, and in the application of these subjects to the education of teachers and other professions.

Business and Management Studies: Ref 6/84

Candidates should have academic or professional qualifications in a major aspect of business or management studies.

Teaching experience in a senior post in further or higher education is essential and experience of employment outside the education service is desirable. For some of the vacancies a professional qualification in accounting or company secretaryship is desirable. Recent experience of introductory pre-vocational and adult retraining programme sponsored by the MSC, the LEAs and other agencies will be an advantage.

Economics: Ref 7/84

Candidates should have good specialist qualifications, and experience of teaching economics and related disciplines in further and higher education. Experience is sought in teaching the subject in single, joint honours or combined subject degrees, and in the applications of this subject in business studies, and to the education of teachers and other professions.

HIGHER EDUCATION AND TEACHER TRAINING

Social Science: Ref 8/84

Candidates should have appropriate qualifications and substantial and varied experience of teaching in sociology, psychology, social policy or social administration.

Experience is sought in the teaching of the subjects in single, joint Honours or combined subject degrees, and/or in the application of the subjects to the education of teachers and other professions.

Humanities: Ref 9/84

Candidates should have appropriate qualifications and substantial and varied experience in the teaching of English, History, Geography, French or Drama in higher education, in relevant single, joint Honours or combined subject degrees, or in the training of teachers.

Qualified teacher status and experience of teaching in schools would be additional qualifications for some of these posts.

Starting salary for all posts is within the range £15,600–£20,800 (higher in London). Relocation expenses of up to £3,000 may be payable.

Application forms to be returned as soon as possible (and not later than 6 March 1984) may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222, extension 2786 or 2237.

Please quote the appropriate reference.

(14209)

American Institute for Foreign Study (AIFS)

ASSISTANT DEAN OF STUDENTS

Interesting, rewarding job looking after American students studying in London. Pastoral and organisational skills essential.

Salary £5,000 plus accommodation and meals, plus nine weeks holiday.

Applicants should be available by 1st June or 15th August.

Apply in writing with c.v. to:

Anne Waters, AIFS
37 Queens Gate, London SW7 5HR
Tel: 01-581 2733

ADMINISTRATION AND EDUCATIONAL PSYCOLOGISTS

continued

INTENSIVE INTERVIEWING – EARN £700

FIVE WEEKS FROM 20TH AUGUST 1984

Graduates (age immaterial) required for temporary appointments as COLLEGE REGISTRARS near the British Museum. The work is interviewing and advising prospective entrants to 'A' level courses. You will need to be literate, confident, articulate, presentable, efficient and adaptable. Selection interview in London by appointment. Please write with full length photo and personal details to:

Mrs. M.J. Meakins
Assistant Pricipal
Davies's College
66 Southampton Row,
LONDON WC1B 4BY.

(9010)

Cheshire

PART-TIME EDUCATIONAL PSYCHOLOGIST (SIX SESSIONS PER WEEK)

A part-time vacancy is available, from 1st July 1984, for a fully qualified Educational Psychologist, to join the South Cheshire District Team in the County's recently re-structured school psychological service.

Applications from candidates currently on postgraduate training courses will be considered.

Informal enquiries to Mr M. E. Gledhill, Principal Educational Psychologist, County Hall, Chester. Tel: 602417.

Further particulars and application forms from the Director of Education, Cheshire County Council, County Hall, Chester. Tel: 602326.

Closing date 12th March 1984.

(9024)

EDUCATION

Educational Psychologists (2 posts)

Salary: £8,454–£14,253

Applications are invited for two full-time posts in the County.

Post 1 is permanent, based in Watford. This vacancy arises from the appointment of the present post-holder to another authority. The post will be vacant from 1st May, or as soon as possible thereafter. Preference will be given to candidates with experience as educational psychologists. This post is based in a Child Guidance Clinic.

Post 2 is temporary whilst the current post-holder is on maternity leave. It will be based in St. Albans and will commence on 1st July.

Applicants should have a good Honours degree in Psychology, adequate and relevant teaching experience and have recognised training as educational psychologists.

Informal enquiries to Miss D. Gibbs, Principal Educational Psychologist (Hertford 54242 Ext. 6009).

Further details and application forms from the County Education Officer (Ref: RAW), Education Department, County Hall, Hertford SG13 8DF, to be returned not later than Friday 16th March.

(2411)

Hertfordshire County Council

The Chartered Institute of Building

EXAMINATIONS OFFICER

The Chartered Institute of Building, having a membership of about 28,000 and examining about 3,500 candidates annually intends to appoint an Examinations Officer designate to succeed the present incumbent on his forthcoming retirement.

The person appointed will be jointly responsible with the Examinations Officer for the administration of the Institute's examinations including servicing the Examinations Board and its panels, liaison with educational establishments, the preparation of examinations question papers and results, the production and publication of statistics and the supervision of clerical staff.

Administrative ability is essential as is the capacity to work accurately under pressure. Experience in examinations administration and technical knowledge of building is desirable but not essential.

The successful applicant will probably possess a relevant degree and/or professional qualification but will, at least, possess 'A' levels in English and Mathematics.

Salary circa £9,000 per annum. Other benefits include a non-contributory life assurance and pension scheme, private medical insurance, subsidised lunches, 23 days holiday annual and the use of sports facilities.

Please write or telephone for more information and an application form to the Personnel Officer,
The Chartered Institute of Building,
Englemere, Kings Ride, Ascot,
Berkshire SL5 8BJ.
Ascot (0990) 23355.

(2434)

PROFESSIONAL ASSOCIATION OF TEACHERS
99 FRIAR GATE, DERBY DE1 1EZ
Derby 372337

PROFESSIONAL ASSISTANT

The Association seeks to appoint a further member to its headquarters executive staff team. He or she will be at the third level of management below the General Secretary and two Assistant General Secretaries.

The successful candidate will probably be working at this time either as a practising professional educator or in the field of educational administration. Applicants from the tertiary sector of education will be especially welcome. But none of these specifications should deter potential candidates who feel they have the relevant experience of a different kind.

We are a fully certificated trade union providing representation, support and legal protection for teachers in schools and colleges throughout the United Kingdom. We have official government recognition and seats on statutory national negotiating bodies. It is a cardinal rule that members do not take strike action.

The starting salary of the Professional Assistant will be at point 27 of the NJC scale (£7,896) and will rise by four annual increments to point 30 (£8,712)'

Please apply by letter to the General Secretary, enclosing curriculum vitae and the names of two referees, not later than Friday, 9th March. It is hoped to hold interviews on Saturday, 24th March. The appointment will be effective from the earliest possible date.

(9094)

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD FOR THE CERTIFICATE OF SECONDARY EDUCATION

SECRETARY TO THE BOARD

Applications are invited for the post of Secretary to the Board to succeed the present Secretary, who will retire in January, 1985. The Board is seeking candidates with appropriate educational and administrative expertise. The current salary is on a scale of £18,870, rising by four increments to £20,370.

Application forms and further particulars from: The Secretary, The South-East Regional Examinations Board, 2 and 4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU, to whom completed applications should be returned by 31st March, 1984.

Social Services

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

EDUCATION DEPARTMENT

Social Worker - Child Guidance

Grade S.W. Qualified £7,650 to £9,060

Unqualified £6,618 to £7,404

The person appointed will need to be either qualified or experienced and will work in a comprehensive psychological service which helps parents and their children who have problems at home or in the school. The successful applicant will join a team of Educational Psychologists, Social Workers, Remedial and Advisory Teachers. Salary will be dependent upon qualifications and experience.

Closing date 16th March 1984.

Requests (quoting ref. no. 152 and enclosing S.A.E.) for application forms should be made to the Personnel Officer, Town Hall, West Bromwich B70 8DX. Sandwell Council is an equal opportunity employer. A Union Membership Agreement is in operation. Canvassing of members of the Authority will disqualify. (54055) 520000

Child Care

NORTHAMPTONSHIRE

EGERTON HOUSE SCHOOL is a boys CHE controlled by Northamptonshire County Council Social Services.

It caters for 29 junior/intermediate boys who show symptons of disturbed behaviour.

We operate 52 week Care and our catchment area includes the whole of the County and the Channel Islands.

Our educational programme is basically remedial but we do run a C.S.E. timetable for the more able youngsters.

Brackley is a most welcoming town and we have the co-operation of excellent local organisations plus the schools.

Interested persons are most welcome to visit. Please contact: Gordon Wright, The Principal, Tel: Brackley 702315. (54312) 540000

Examiners

BRISTOL

SOUTHERN UNIVERSITIES JOINT BOARD FOR SCHOOL EXAMINATIONS

Applications are invited for Assistant Examiners for the O.L. History (Schools Council Project) for the Summer 1984 examination. Applicants should be graduates with at least five years' recent teaching experience.

Forms and particulars can be obtained by sending a stamped addressed envelope marked 'Examiner' to the Secretary, S.U.J.B., Cotham Road, Bristol BS6 6DD. (54379) 600000

SOUTH WESTERN EXAMINATIONS BOARD

23-29 Marsh Street, Bristol BS1 4BP

VACANCIES FOR C.S.E. EXAMINATIONS

1984: CHIEF EXAMINER IN COMMERCE

1985: CHIEF MODERATOR AND CHIEF EXAMINER IN ECONOMICS

CHIEF EXAMINER IN HISTORY (B examination)

CHIEF EXAMINER IN GEOGRAPHY (for an examination based on the G.Y.S.L. project)

Applications are invited for the above named posts. The Chief Examiner is responsible for the drafting of the question paper(s) and mark scheme(s) for the mode 1 examination and for the coordination of script marking. He/she will also play a full part in the awarding procedure and will be required to attend meetings of the Subject Panel.

The Chief Moderator in Economics will have the same responsibilities and will also be in overall charge of the examination, including determination of standards in both mode 1 and mode 3 examinations.

Further details and application forms may be obtained by sending a stamped, addressed DL size envelope, marked with the post applied for (no letter is necessary) to the Secretary to the Board. Completed application forms should be returned no later than 31st March 1984.

SECRETARY TO THE BOARD. (54604) 600000

EAST ANGLIAN EXAMINATIONS BOARD

Applications are invited for the following posts which relate to the 1985 examinations:

CHIEF EXAMINER (ORAL) : FRENCH.

CHIEF EXAMINER (ORAL) : GERMAN.

Further details of these posts are available from The Secretary, E.A.E.B., The Lindens, Lexden Road, Colchester. (Tel: 0206 549595).

Closing date: 12th March 1984. (54922) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1986 examinations:

1. CHIEF EXAMINER for ENGLISH (LITERATURE) SYLLABUS II (652), at ADVANCED LEVEL.

2. CHIEF EXAMINER for ENGLISH (173), at ORDINARY (ALTERNATIVE) LEVEL.

Applicants for these posts should have a degree or equivalent qualification in English, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A1), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than two weeks from the appearance of this advertisement. (54926) 600000

Librarians

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

PROFESSIONAL LIBRARIAN, preferably with overseas experience, required from 26 March or as soon as possible thereafter for ODA research project tracing and developing listings of official education documents of third World countries. 5 months contract, some UK travel. Salary pro-rata £8,530 plus £1,186 London Weighting on Librarian scale IIA.

Curriculum vitae plus names of 2 referees should reach Mary Griffin, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL quoting ref. Lib/ODA by 5 MARCH. (54402) 620000

Miscellaneous

DONCASTER

PERIPATETIC MUSIC TEACHER

FLUTE/WOODWIND

Required from 27 February 1984, or as soon as possible, to 31 August 1984:

Temporary Scale 1 Teacher of Flute/Woodwind.

Duties will include teaching all age groups in schools together with work in an area Music Centre. A car mileage allowance is payable.

Application forms and further details are available from the Director of Education, Princegate, Doncaster DN1 3EP (SAE please) to whom they should be returned as soon as possible. (54258) 660000

BUCKINGHAMSHIRE

MILTON KEYNES AREA
MILTON KEYNES TVEI PROJECT
See under Administration. (57407) 660000

CLEVELAND TO BORDER AREA Is your School putting on a Musical? Free programmes from Guinness & Rawson North-East, 5 Saville Pace, Newcastle upon Tyne. Tel: (0632) 329745. (65619) 660000

Cheshire

THE MENAI CENTRE

VICE PRINCIPAL

Salary Scale 4 – £8,754–£11,783

Applications are invited for the post of Vice-Principal at the Menai Centre. The Centre caters for groups of up to 120 pupils and their accompanying staff. The Vice-Principal will deputise for the Principal as and when required and must be prepared to work flexible hours to suit the needs of the Centre.

The Centre is concerned with the development of new approaches to learning, curriculum development, and social education. The applicant will be expected to make a contribution to the planning of courses and will have a teaching role, depending on the needs of the group in attendance at the Centre.

Applicants will probably have a secondary education background, although this is not essential.

Free family accommodation is provided. Residence on the site is essential.

Further particulars and application forms available from the Director of Education, (Reference 2A/EG) Education Department, County Hall, Chester.

Closing date – 16th March 1984.

History of Medicine

Educational/ Resources Manager

This newly created post in the Education Service combines responsibility for educational provision for the newly-displayed Wellcome Museum of the History of Medicine with development work on the wide range of resource materials produced by the Science Museum Education Service.

As Education Assistant for the Wellcome Museum the person appointed will provide a range of services for teachers and pupils, including preparation of printed and audio-visual resource materials and some teaching sessions. There will be scope for imaginative development of the Museum's potential as a teaching resource.

As Resources Manager for the Science Museum Education Service, duties will include helping to update existing publications, suggesting new ones and overseeing the production and distribution of printed and audio-visual resources.

Candidates should normally have a degree with first or second class honours, or an equivalent qualification, in a relevant subject. Some knowledge of medical history is desirable, as is successful teaching experience at secondary level or below. The ability to write clear and concise English is essential. Experience in the preparation and use of printed or audio-visual resources in the classroom and evidence of a genuine interest in museums would be advantages.

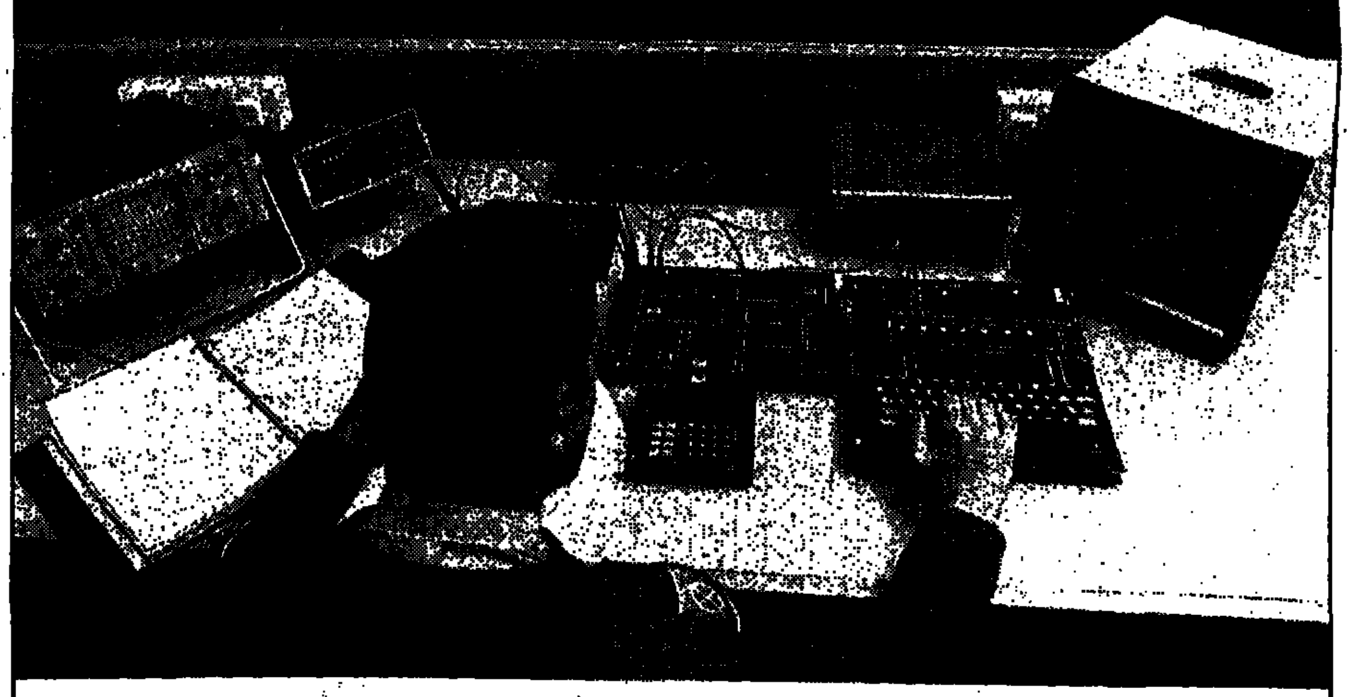
Salary: as Curator Grade E £9005–£11,465 or Curator Grade F £7035–£9325. Level of appointment and starting salary according to qualifications and experience.

For further details and an application form (to be returned by 14 March 1984) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours).

Please quote ref: G(7)382.

Science Museum

Are you as keen to teach as our technicians are to learn?



We hope you're one of those teachers who thoroughly enjoys teaching.

Who doesn't mind letting his enthusiasm show.

Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get to grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities.

Such as keeping all ranks – from ... continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering.

Advances which can only be applied effectively if they're taught effectively.

What now?

You don't need to be a qualified teacher because if you're not already experienced, we'd teach you the art of teaching. But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE "O" level in English Language (or equivalent). Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have some vacancies for linguists – especially German speaking.

You can apply for a four-to-six-year gratuity-earning Short Service Commission or a pensionable, permanent commission.

Write to Group Captain J. F. Boon, FBIM, RAF, at RAF Officer Careers 602/TG/06 London Road, Stanmore, Middlesex HA7 4PZ, or call in at any RAF Careers Information office.

Please include your date of birth and present and/or intended qualifications. Age on entry up to 39. Formal application must be made in the UK.

Education & Training

RAF Officer

MISCELLANEOUS
continued

LONDON
PRINCIPAL required for Tutorial College opening in September 1984 in Central Ealing. Applicants should have good qualifications and experience at organising 'O' and 'A' level courses.
Applications, in writing, with full curriculum vitae in the first instance to The Secretary, Southmore Educational Consultants, 70 The Avenue, Ealing, W13 8LS. (54481) 660000

SURREY
THE HOUSEHOLD DIVISION has vacancies for MUSICIANS aged 16 to 24 yrs. for the HOUSEHOLD CAVALRY and FOOT GUARDS BANDS. WOODWIND and STRING INSTRUMENTALISTS have priority but BRASS performers will be considered.
Apply to Director of Music, Guards Depot, Pirbright, Surrey. (57411) 660000

Outdoor Education

GWYNEDD
'The Anglesey School of Sea Canoeing' offers multi-activity courses, field studies accommodation etc. Tel: 0407 860 201. (54136) 680000

BRYN DU LLANBERIS
THE CENTRE FOR MOUNTAIN VENTURES IN SNOWDONIA

Mountain, Woodland Coastal, Water, Adventure & Environmental Activities.

Mountain Ventures Ltd, Brecon House, Greenhill Road, Liverpool L18 7HQ. Tel: 051-724 2732. (69097) 680000

DEVON
SKERN LODGE OUTDOOR ADVENTURE CENTRE
'Enjoyment and Learning through Adventure'. Multi-activity specialist courses and/or field studies. Open all year.
Prices from £6.50 per night.
THE BEST: people, activities, equipment AND value with from 1:8 free places.
Phone MARTIN or ANDY on 02372 5992 Or write S.L. Appledore, Bideford, N. Devon EX39 1NG. (66456) 680000

ERA ADVENTURE HOLIDAYS require teachers/student teachers for work Easter/Summer at Centres in Oxford and New Forest with children 6 - 16 years. Senior staff, supervisors, sports instructors - judo archery, swimming, tennis, squash, gymnastics, also nurses and teachers E.F.L. Apply Director of Personnel ERA 2 Maye Road, Teddington, Middlesex TW11 0SQ. ENCLOSE FOOLSCAP S.A.E. (54669) 680000

KENT
ENVIRONMENTAL STUDIES/OUTDOOR ACTIVITIES INSTRUCTOR
Required at the Arethusa Venture Centre as soon as possible.
The person appointed will join a team of three Instructors, all of whom are qualified teachers, and be involved in the teaching of Environmental Studies and instruction in canoeing to children of all ages.
The applicants should be single and between 22 and 27 years of age. They should possess a B.C.U. qualification, preferably B.C.U. Senior Instructor, the R.L.S.S. bronze award and a clean driving licence. A.R.Y.A. Instructor qualification would be advantageous - Salary negotiable according to qualification and experience.
For further details write to:- The Warden, Arethusa Venture Centre, Lower Upnor, Rochester, Kent ME2 4XD. (54727) 680000

MINERVA OUTDOOR VENTURES, specialists in courses for Schools and Y.T.S. Groups. Write to: Rhongyr Isaf Centre, Pen-y-cae, Swansea Valley SA9 1GB. Tel. 0639-730757. H68

NORTH YORKSHIRE
NEWTON HOUSE FIELD CENTRE
Sneaton, Whitby
0947 810528
Groups up to 60. Fully residential. Central heating. Tutors available. Personal supervision. Ideal for moors and coast.
Brochure on request. (66091) 680000

SOMERSET
MILL ON THE BRUE
Activity holiday centre at lovely old farm with working watermill, ideal for historical, ecological and field studies. Use of grass skis and lift, assault course, archery, fishing & shooting gear, BMX bikes with grass track, rafting, pony riding, overnight camp. Farm animals to feed and care for. Outings arranged. 30 children + 7 staff sleep in farmhouse & miller's cottage. Weekends & 4 days (Mon - Fri) available May - July. Self catering or full board.
Mrs. T. Shingler, Gants Mill, Bruton, Somerset (074 981) 3589 or 2307). (53736) 680000

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS

PGL provides a vast range of active residential holidays during July and August for young people at attractive centres throughout the UK. We therefore require young, energetic, enthusiastic managers to operate the programme, motivate the staff and care for the guests.

Full details and application form from Gill Hinton, PGL Young Adventure Ltd., 890 Station St., Ross on Wye, Herefordshire HR9 7AH. Tel: (0989) 64211. (50541) 680000

WATERSPORTS INSTRUCTORS - wanted to instruct school groups in Brittany, France, from May - September, 1984. Must be qualified or experienced in one or more of Dinghy sailing, canoeing, windsurfing. Write to Mr. G. Bayley, Impact Holidays, 14, Lowther Street, Carlisle. (54238) 680000

WORK IN LEISURE

PGL offer opportunities to work with children or families for long or short periods as activity (outdoor, sports, creative) instructors, Group Leaders, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K.
Brochure and application form from Personnel, PGL Young Adventure, 832 Station Street, Ross-on-Wye HR9 7AH Tel: (0989) 64211. (66907) 680000

SOUTH GLAMORGAN COUNTY COUNCIL
THE OUTDOOR STUDIES CENTRE PORTHCAWL

RESIDENT WARDEN

Required for September 1984 a resident warden for the above Centre which specialises in short stay residential courses in Outdoor Education, particularly field studies and outdoor pursuits for secondary school pupils.

Candidates should have had experience in the management of a residential centre and hold qualifications in the above aspects of Outdoor Education specified together with a thorough knowledge of expedition activities and safety factors.

The post becomes vacant due to the retirement of the present Warden. A detached three bedroom bungalow within the grounds is available rent free in return for extraneous duties connected with the appointment.

Salary Scale: Burnham Senior Teacher Scale £9,435–£12,744.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education, Education Offices, Kingsway, Cardiff. (9058)

PRINCIPAL
COLLEGE OF INSURANCE

A new principal is to be appointed to co-ordinate and control all aspects of the work of the College with particular emphasis on its further development and the marketing of College services in the UK and overseas.

This is a challenging and rewarding role in professional education and training. The person appointed will attend meetings of the Board of Governors of the College, assist them in the formulation of College policy and carry the primary responsibility for its implementation.

Applicants should be committed to achieving standards of excellence in educational and training activities, and should possess leadership ability, be able to deal with top managers and have financial expertise.

The exact background of applicants is less important than their personal qualities but Fellowship of the Chartered Insurance Institute or other relevant professional or academic qualifications will be expected. The preferred age range is 35-50 years.

An attractive salary and other fringe benefits by negotiation. Relocation expenses will be paid if appropriate. For further details please write, in confidence, enclosing a brief curriculum vitae, to:– The Secretary-General, The Chartered Insurance Institute, 20 Aldermanbury, London EC2V 7HY.

The closing date for applications is 30 March 1984.

The College of Insurance, in Sevenoaks, conducts over 40 different technical and management courses in a variety of locations. In 1983 some 2,500 students attended its courses and conferences, run by the ten tutorial staff and a large number of visiting lecturers. The College also operates a highly successful media resources unit supplying training programmes to the industry.

The Chartered Insurance Institute

English as a Foreign Language

CHESHIRE
THE NAI CLASSES FOR TEACHERS OF EFL
Forthcoming one-week intensive series. Commencing April 30th in Manchester Chester, Morecombe. Commencing June 18th, as April, plus Sheffield, Edinburgh, Cambridge.
Details: Education Officer, Nord-Anglia International, 49 Fog Lane, Manchester M20 0AR. Tel: 061-445 1138. (54406) 700000

EAST SUSSEX

Suitably qualified EFL teacher required 1st May for one term only. Possibility of single accommodation.

Write with C.V. and names and addresses of two referees to The Principal, Buckswood Grange, Uckfield, East Sussex. (54068) 700000

EFL SUMMER COURSE TEACHERS. Richmond, Windsor, Bath, Winchester. Must be graduates and/or qualified teachers with TEFL qualifications and/or experience (preferably at least 1 year) for high quality non-residential courses July/August. Write with full C.V. to Thames Valley Cultural Centres, Providence House, River Street, Windsor, Berks. (54560) 700000

ENGLISH LANGUAGE SAFARIS require qualified experienced EFL teachers aged 25 plus for three week residential summer course for children in Surrey. French speakers essential. Please Tel: 01-435 8207 for application form. (54607) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL
EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TEFSL (LTCL)

DIPLOMA IN TESP (Dip. TESP)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Ref: TES12, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (50419) 700000

SHROPSHIRE
LIVELY TUTORS

Required for two established residential summer courses running concurrently from 4th July to 1st August 1984 teaching English to overseas schoolchildren and organising a variety of social and recreational activities. Tutors should ideally have EFL training or experience. In addition specialists in the following areas are needed: arts and crafts, drama, computer studies, science, sports and outdoor pursuits. Applications from primary trained teachers would also be welcome. Skills additional to academic vital. Pay according to qualifications, plus full board.

For further details and application form: send large s.a.e. to The Director of Summer Courses, Concord College, Acton Burnell Hall, Shrewsbury SY5 7PF. (54140) 700000

SUSSEX
REQUIRED for boarding/day school male/female resident TEFL staff for Summer Courses from 4th - 31st July and/or 3rd-30th August. Teaching experience essential preferably in EFL and interest in sports, crafts, music, drama and other teenage activities desirable. Free board plus £300-£350 for each 4 weeks' Course. Teaching 3½ hours daily Monday/Friday and share in residential/supervisory duties and excursions (including some weekends).
[illegible] (54513) 700000

English as a Second Language

HERTFORDSHIRE
NORTH HERTS LANGUAGE CENTRE
Broadway, Letchworth, Herts, SG6 3PB
Required for 1st May 1984, or as soon as possible thereafter, a Lecturer I to teach and organise the Neighbourhood English Scheme based at the Centre which is an integral part of the North Herts. College. The successful candidate will need to have a thorough working knowledge of English as a Second Language, and possess the drive and enthusiasm to sustain this work amongst the local community.
Further details and application forms available from the Divisional Education Officer, Grammar School Walk, Hitchin, Herts. SG5 1JN. S.A.E. PLEASE. (54235) 710000

Appointments Wanted

DEPUTY PRINCIPAL of girls' independent school, youthful sixty, twelve years' successful experience, forced by policy change to retire in July 1984, seeks appointment as head or deputy head of school or tutorial establishment. Write Box No. TES 00121, Priory House, St John's Lane, EC1M 4BX. (54053) 720000

EXPERIENCED PRIMARY TEACHER Seek part-time post. (mornings preferred). Class work, remedial/group work or administration considered. From April in N. London, Barnet, Enfield or Herts. Write Box No. TES 00128, Priory House, St. John's Lane, EC1M 4BX. (54284) 720000

HEADMISTRESS, (59) retiring July seeds part time work, within easy reach of Battle, East Sussex. Mathematics/French teaching to 'O' level or administration work preferred, but anyting suitable considered. Write Box No TES 00126, Priory House, St. Johns Lane, EC1M 4BX. (54253) 720000

HONOURS GRADUATE TEACHER with experience in Environmental Education requires a post in this field, North of England. Write Box No. TES 00129, Priory House, St John's Lane, EC1M 4BX. (54239) 720000

EUROCENTRES

We are looking for an E.F.L. Teacher aged between 24 and 32 for our permanent staff to start on either the 19th March or the 30th April, 1984.

In addition we require Temporary Teachers for a period of 6 months to start on either the 19th March or the 30th April, 1984.

Applicants must be qualified teachers or graduates with specific E.F.L. training and teaching experience. Good salary and working conditions.

For further details please write, stating periods available and enclosing curriculum vitae, to:

D. Ferris, M.A., Principal, Eurocentre, 26 Dean Park Road, Bournemouth, Dorset BH1 1HZ, Dorset.

If you do not receive a reply to your application within 4 weeks please assume that it has not been successful. (2413)

DIPLOMA IN PROFESSIONAL STUDIES IN EDUCATION (CNAA)
Social Education in the Community

A two-year part-time course for experienced youth and community workers, teachers and others who are engaged in social education with young people and adults.
The course requires attendance at a regional study centre in the Yorkshire/Humberside region on a fortnightly basis, together with guided private study, and participation in four short residential blocks. It focusses on a) the theories and practices b) the organisation and management and c) the societal context of social education.
This course has INSTEP endorsement.

For further details and application forms to join the May 1984 intake, please write to Ms. I. Hollingdrake, School Administrative Officer, Bradford & Ilkley Community College, Room No. 657, Great Horton Road, Bradford, West Yorkshire BD7 1AY.
Tel: 0274753111.

Taking up the challenge of tomorrow today!

Bradford&Ilkley COMMUNITY COLLEGE

Education Courses

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Spain (Madrid)
JULY 1984
France (Paris, La Rochelle, Montpellier)
AUGUST 1984
Federal Republic of Germany
CLASSICS
EASTER 1984
Italy - Rome
Information and application forms from: Teacher Exchange Department - Courses Section (TES 2), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (53244) 760000

ITALY
ITALIAN IN VENICE
3-week language course plus lecture/visits programme, July/Aug. Fee Lit. 310.000.
Please write: The British Centre, S. Marco, 4267a, Venice. Tel: 86612. (54179) 760000

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Half-term, Easter & Summer.
ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY/CANTERBURY.

The Course Objective:

To give you a practical and thorough Introduction to the Teaching of English as a Foreign Language in one week.

Easter courses begin 25 March, 1/8 April.

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EDUCATION COURSES
continued

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LEEDS

THE UNIVERSITY OF LEEDS

DEPARTMENT OF SOCIOLOGY

M.A. IN SOCIOLOGY

Applications are invited for a two-year PART-TIME M.A. IN SOCIOLOGY or, FOR THE SESSION 1984-85 ONLY a One-year FULL TIME COURSE commencing in October 1984 and provided through evening lectures and tutorials. Candidates should have a good first degree in Sociology or a closely related subject, but applicants with other qualifications will be considered.

The part-time course is intended for persons in full-time employment.

Further details may be obtained from The Graduate Admissions Tutor, Department of Sociology, University of Leeds LS2 9JT, to whom applications should be made. (54636) 760000

LINGUARAMA TEFL COURSES

Over the past few years a great many people have attended Linguarama courses in Teaching English as a Foreign Language by Direct Method.

Linguarama is an international organisation with 35 centres in the United Kingdom and abroad and employs some 500 teachers, most of whom joined through our TEFL training courses.

This year we will again be running these ever-popular courses in London, Birmingham, Manchester and Canterbury. Coinciding with school holidays. Prices are from £95 + VAT.

For further information please write to The TEFL Secretary, Linguarama Ltd., Riversdown House, Warnford, Southampton. Secretary, Linguarama Ltd., New Oxford House, 16 Waterloo Street, Birmingham B2 5UG, enclosing an A4 size stamped addressed envelope. (66909) 760000

LONDON
ART AND DESIGN FOUNDATION COURSES
Full-time course starts April 1984. Part-time Intro Course available now.
Apply BLACKHEATH SCHOOL OF ART. 01-852 3960 (24 hours). (50808) 760000

YORK

UNIVERSITY OF YORK

DEPARTMENT OF MUSIC

SUPLEMENTARY CERTIFICATE IN MUSIC EDUCATION

Spring Term 1985

Applications are invited for places on this one-term in-service course for teachers of music.

Further details and application forms are obtainable from the Secretary, Department of Music, University of York, Heslington, York YO1 5DD. (54360) 760000

Tuition

Home tutors required throughout Great Britain. Personal Tutors (T.E.S.), Cheadle House, Cheadle, Ches. Tel: 061-428 2251 (24 hours). (61700) 770000

LONDON
EXPERIENCED part-time tutors required for Maths and Sciences, London and surrounding areas.
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For full details write to: Dr. A. Dyson, 61 Hampton Road, Teddington, Middlesex TW11 0LA. Full applications should be received by 19th March 1984. (54428) 780000

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

DEESIDE, CLWYD
SCHOOL OF TERTIARY STUDIES

Diploma in the Education of the 14–19 Age Group

(UNIVERSITY OF WALES)

Applications are now invited for this course commencing September 1984. This course is intended to give those professionally concerned with this age group, the opportunity to examine present trends/initiatives and alternatives on offer and the practice associated with them. The course incorporates a placement in the youth/careeres service and in industry. It is a one-year full-time course for those with at least three years' experience with the age group (teachers, F.E. staff, career officers, youth leaders).

For application forms and further details, write to: Mr W G Edmunds North East Wales Institute of higher education Deeside, Clwyd CH5 4BR. Tel: Deeside 817531

Closing Date: 30 March 1984. (9098)

MICROS AND PRIMARY EDUCATION
Members and non-members of MAPE (Micros and Primary Education) are invited to attend the

IVth MAPE ANNUAL CONFERENCE at NEWMAN COLLEGE, BIRMINGHAM

Friday 13 April–Sunday 15 April
Conference details are available from:
Miss S. Whiteman
Newman College
Bartley Green
Birmingham B32 3NT
If you would like *membership details* for MAPE, please contact:
Mrs G. Jones, 76 Sudbrooke Holme Drive, Sudbrooke, Lincs. (9075)

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HOLIDAYS AND PERSONAL LOANS. from £100 arranged without security or delay. Campell & Robison Ltd. 107 Jermyn Street, London SW1 6EW. Write, phone or call for written terms. Tel: 01-839 5956. (18196) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGIONAL TRUST LTD. 31 Dover Street, Piccadilly, London W1A 4RT. Phone 01-491 2934. (18197) 800000

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WOULD ANYONE who has had dealings with the University of London Appointments Board at any time from 1909 to the present and who feels they have interesting or useful information for a history of the Service please contact Mr. T. Weston, University of London Careers Advisory Service, 50 Gordon Square, London WC1H 0PQ. (54094) 800000

YOUR INTERVIEW IN TEACHING. Many helpful ideas, 32pp. £1.50. New Education Press, 37A Old Gloucester St., London WC1. (54240) 800000

WRITE and sell Children's Stories. Mail tuition Sales assistance. Free booklet Children Features, (TES), 5/9 Berkley Square, Salford, Manchester M3 6DB. (03732) 800000

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